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ABSTRACT

The Presbyterian Guidance Program, the major emphases of which are on educational and occupational guidance, was evaluated from a variety of perspectives. Two speakers took an objective look at the program and center, defining their concern with "normal" youth, and discussing such aspects as: (1) accessibility of the service; (2) locations of the centers; (3) the use of vocational aides; (4) the proper use of testing; (5) record keeping; and (6) research. Three speakers addressed themselves to the topic of the relationship between church affiliated and public school guidance programs. Their general thrust was that church programs are conceived as supplementing, rather than supplanting, the public school programs. The vast needs of youth and the available guidance services both nationally and, more specifically, in North Carolina, were reviewed; The disparity between need and existing services precluded, in the minds of the discussants, any redundancy of services. Other speakers considered the future expansion of the program services. One reviewed the area of testing and measurement and described the advantages of biographical inventories over more traditional methods of predicting success in vocational placements. The conference concluded with a review of the consultation and a group discussion of "final considerations." (TL)

ED0 42185

EVALUATION CONFERENCE

ON THE

PRESBYTERIAN GUIDANCE PROGRAM

IN

AN AGE OF CHANGE

CG 005 675

Guidance Center
Research Report
1967

SYNOD OF NORTH CAROLINA
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PRESBYTERIAN CHURCH IN THE U.S.

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EVALUATION CONFERENCE
On The
PRESBYTERIAN GUIDANCE PROGRAM
In
AN AGE OF CHANGE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Logan V. Cockrum

Chairman

Sponsored By
The Presbyterian Guidance Program Committee, Synod of North Carolina
In cooperation with
The Division of Higher Education, Board of Christian Education
The Presbyterian Church in the United States

Held at the Presbyterian Guidance Center
on the campus of St. Andrews Presbyterian College
Laurinburg, North Carolina
February 26-28, 1967

FOREWORD

This is the report of the proceedings of an evaluation study of "The Presbyterian Guidance Program in An Age of Change," held February 26-28, 1967, at the Presbyterian Guidance Center, on the campus of St. Andrews Presbyterian College, Laurinburg, North Carolina.

The study was planned to involve representative leaders active in the field of guidance and counseling. Representation was secured from the areas of state and national government agencies, the field of education and counselor education, individuals with experience in industrial personnel work, and educational and community guidance services. The consultants evaluated the Presbyterian Guidance Program in the Synod of North Carolina and its future role in a rapidly changing age. They worked and conferred with the leaders of the Synod's Program. The conference was sponsored by the Synod of North Carolina of the Presbyterian Church in the United States, in cooperation with the Division of Higher Education, Board of Christian Education of the Presbyterian Church in the United States.

Headquarters for the conference was the Presbyterian Guidance Center on the campus of St. Andrews Presbyterian College, Laurinburg, North Carolina.

Purpose of the conference is summed up in the following objectives:

> To give representative leaders in the guidance field an opportunity to evaluate the Presbyterian Guidance Program--its purposes, professional objectives, and counseling Center services.
>
> To develop understandings of how further communication and cooperation might be implemented between the sectarian service and public school counseling services--to facilitate mutual assistance in counseling in an age of change.
>
> To provide the Presbyterian Guidance Program leaders ideas on how to meet an age of change with dynamic services.

To arrive at practical suggestions for planning the Guidance Program and its Center's future--in terms of services, program projections and a new physical plant for the Center.

The panel presentations, consultants' reactions, group discussion and the free interchange among the participants in the conference are reproduced as presented - following the program order - from tape recordings of the proceedings.

The completion of these proceedings was the responsibility of Logan V. Cockrum, Director, Presbyterian Guidance Program, Synod of North Carolina, Presbyterian Church in the United States.

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on Page v, from left to right)

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INTRODUCTION TO THE CONFERENCE

Dr. Logan V. Cockrum, Director
Presbyterian Guidance Program
Synod of North Carolina

Kathryn and Gentlemen:

It is a distinct privilege to have you all with us this morning as we begin our more formal structuring of this consultation. Last night at our orientation dinner together your hosts tried to express our very real pleasure in having each of you with us for this study. The Reverend Harold Dudley, the Reverend Robert Turner, and Dean Davidson shared with you, at that time, the warm greetings of our Synod, Program Committee and the College. I would simply reiterate that welcome and note that we sincerely reflect this appreciation of the many people who will benefit from your presence and wisdom.

We might, just briefly, recap where we have been so far in initiating and getting this conference under way. Some months ago we contacted each of you individually and invited you to take part in this consultation. We were pleased and gratefully surprised when not one of you declined our invitation. We were, as I noted, surprised, because our batting average was so good. We had anticipated that it would be almost impossible to get all of you very busy professional leaders together in one place at one time. But you responded magnificently.

After each of you had accepted our invitation, we wrote and supplied you with complete information and literature on the Presbyterian Guidance Program and the Guidance Center's operation. We asked each of you to undertake special tasks, areas for consideration, and to prepare initial study papers or comments to be presented here. For the next two days we will hear each of you speak in his assigned area and then will follow the presentations in each area with the groups' reactions and discussion.

Yesterday afternoon as you began to arrive on campus we arranged for the Guidance Center to be open for your inspection. During that time some of you spent quite a while with our staff here, asking questions, inspecting our physical arrangements, files, materials, procedures and so on. You gave us a good going over. We hope you will continue to do so in the next two days.

We will have this Center reserved just for this group during this time. Anything you want to see or question we are here to show to or try to answer for you.

Last night, after our dinner together, we sought to provide a final orientation period for you. The Reverend Harold Dudley, General Secretary of our synod, gave us a good picture of the historical growth and background of this Program. The Reverend Robert Turner, our Regional Director for the synod, reflected on the philosophy of this Program and how it works in organization and administration through its committee and the synod. Dr. Robert Davidson, Dean of the College at St. Andrews, noted the relationships of the Program to the college and how these two organizations work together. And finally, we reviewed together Program philosophy and goals.

This morning, as we began this session, we were joined by the Reverend John Evans, Secretary of the Division of Higher Education, Board of Christian Education, of the Presbyterian Church in the United States. John again has expressed our appreciation for your presence. But from a slightly different slant. For he reflected to you the appreciation of the whole Program of the Church, its some sixteen synods, and twelve Guidance Centers. John pointed out how valuable this conference is to the Church-wide Program and gave you more information on the total Program.

Now, I don't want to use up too much more of our time this morning before we go on to our first area for consideration. Each of you has had a copy of the Handbook on the Presbyterian Guidance Program[1] for some time. This describes the Program and its operation fully. Last night we gave you a second copy of the leaflet, "Career Guidance for Christian Youth."[2] This provides a brief summary description of the Program. I know you have all done your homework well. It's time to take up our first area for study. Norman, would you lead off for us, please.

---

[1] Dallas H. Smith and Logan V. Cockrum, Presbyterian Guidance Program Handbook (1963 Rev.; Box 1176, Richmond, Virginia: Board of Christian Education, Presbyterian Church in the United States), $1.00.

[2] "Career Guidance for Christian Youth" (The Presbyterian Guidance Program, Box 1176, Richmond, Virginia: Board of Christian Education, Presbyterian Church in the United States) Free (Leaflet).

FIRST AREA FOR CONSIDERATION:

TOPIC: The Presbyterian Guidance Program Today

PURPOSE: To give leaders in the guidance field an opportunity to evaluate the Presbyterian Guidance Program--its purposes, professional objectives, and counseling center services.

CONSULTANTS:
Dr. S. Norman Feingold
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Executive Secretary
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Department of Medicine and Surgery
Veterans Administration

GROUP DISCUSSION: Reactions and Comments

AN OBJECTIVE LOOK AT THE PROGRAM

Dr. S. Norman Feingold, National Director
B'nai B'rith Vocational Service

In reacting to my assignment I am going to speak primarily to points three and four in Logan's letter and if time permits go back to given one and two. Let me deal with given three:

> "The Presbyterian Guidance Program is designed to help normal young people in vocational and educational guidance. It does not seek to provide clinical or therapeutic services for emotionally handicapped or those with serious personality problems. It does serve a legitimate need of the average young person facing increasing pressures of vocational choices today."

This is rather easy for me to get started, because our own program has this major objective. It is the very same as outlined briefly in this specific given, so even before I begin I am biased. As a matter of fact, I think all professional workers remain biased to an extent. Hopefully, however, we can maintain what Pepinsky calls the scientific attitude. We, for example, may maintain regular follow-up of our applicants to see how well we are doing, carrying out research and demonstrations in our B.B.V.S. field offices and attain the goal to meet the standards of the American Board on Counseling Services. It has been my pleasure to serve on this Board. It seems to me that in any professional work we must constantly evaluate to see how well we are proceeding toward goals. Of course, I'm biased because I am impressed with what you folks are doing in this particular field.

Let me tell you briefly about what we are doing since I am more acquainted with this particular program and it is closely allied with goals of yours. It may give indications of the way you may want to grow.

Twenty-eight years ago we started with one office with a few thousand dollar budget. Today there are twenty-one B.B.V.S. offices from the East to the West Coast. From the initiation of our program there has been an interest in the "normal" average young people with everyday problems of a complex world.

In our program we do emphasize and serve primarily Jewish youth, but it is open to others depending upon the community and the B.B.V.S. office. We may see many more counselees in one area than another. Our approach is similar to yours in that we see these counselees as long as it doesn't interfere and stop appointments that we should keep.

Our own thrust is that all normal young people may be helped with their educational and vocational plans. We believe that counseling is a developmental process and young people may be helped in critical periods of their life. We must be doing something right because we have long waiting lists. Many of the young people are coming because of other siblings who have had our service. We do charge fees. When I came from Boston to Washington, D. C. and assumed the responsibility of the National Director of the B'nai B'rith Vocational Service, it seemed to me there should be a fee for this service. This was not the tradition with B'nai B'rith. I can well recall both B.B.V.S. staff and other board people too wondering what is this guy Feingold trying to do to the program. I really believe that people appreciate and understand more of something they have to make some contribution to than something that is given them on a complimentary basis. So in order to make things run a little smoother at the beginning we decided to start with a nominal fee of $5.00 and it was optional. Today we charge $50.00 for counseling services; however, it is free for anyone who can't afford it, and no check-up is made. If an individual rides up in a limousine and chauffeur and says, "I can't afford to pay," there is no charge. The interesting part of it I think that is one of the reasons for our growth--that we made counseling professional and felt that people should pay for the service.

Some of our own background is similar to yours. We believe that all work has dignity. All people are important and people can make contribution in their lives, to themselves, family and society. In a work oriented society we have an extremely important role to play. Our intake procedures allow young people from the eighth grade through later college years to apply for and receive service. We do service a limited number of adults both in individual counseling and in group guidance activities.

From the very beginning we have been concerned and interested in "the normal youth," even though at times both staff and our National Commission--since we have people representing both the U. S. and Canada on our board--would like to have taken us in other directions. In my own professional opinion and that of other key staff, we feel that there is enough to do in this area, rather than trying to get into the areas of the handicapped, physically, emotionally and other areas. Here we have continued to refer rather than get into this area, even though frankly we do have staff people who would qualify and would enjoy dipping into that particular area. Our own feeling is that "normal youth"--and I think we all agree that normality has a wider range than perhaps we thought in earlier years--need more help than ever before with their college and career plans. It seems to me that we have more and more organizations involved in counseling, training and selective placement and all kinds of supportive activities for people with problems. It seems to me that too often the "average" citizen with the average problems of choice in the complex changing world may be overlooked. B'nai B'rith has approximately a half million members. It is a mass organization, and so we feel that since we have to a great extent, the average person, here we can make a thrust and contribution in helping the average person--these people make up our society. We recognize and are pleased that schools are doing a far better job than they did a decade ago. Counselors are better trained and the ratio of counselor to counselee is a more realistic one. Nevertheless we know that many of our referrals, and we receive 40% to 50% referrals from the schools, that we still have an important role to play. With the exception of schools in more affluent communities, schools do not have sufficient counselors, and the time to do the counseling job in depth for the average youngster. We feel that too often the "squeaking wheel receives the grease." The average youngster with a little help may receive the support and motivation and should also get this sort of attention. We have continued through the years to express the importance of helping this average person. For the average youngster whose needs are not as visible can too often remain unnoticed. We also base programs on our own experience and research. All our offices conduct follow-up and gather a great deal of information through the years, about the average young person with average career problems of college and career choice in a changing society. They can often benefit from relatively short term help. Counseling in depth is often needed to reach youth and adults with deep seated problems. As a private organization we feel that the funds and the time would never be available for us to go into another area where we could do far less with the resources we do have available.

At the present time, too, we are meeting with a committee we've had for the past few years. We're examining the directions we are going and even considering changing our name, one which I believe will come close to spelling out what we are really doing. As you know, our aim is vocational service. We feel that we are providing needed guidance services. I don't think they are any longer strictly vocational no matter how we interpret it. On the other hand, going back to 1938, when we started, this was really our goal.

We are living in times where you might recall that about two years ago the president of a professional association got up and felt that things were happening so rapidly that 2% of the population may produce the goods, materials and food for 98% of the population. He said he felt very strongly that all 50 states should have a Department of Leisure, and required leisure skills should be taught to youngsters in the schools. An economist stood up on the floor and said this man was hopelessly conservative. He felt that perhaps for the millions of people who would no longer work and would be unemployed the only answer might be sedation. We are concerned that the work world is changing. We have youngsters studying "selonology, intergalatic media" and all sorts of new types of work--bio-radiology and careers that we never dreamed of when I first came to the field. And as the U. S. Department of Labor has pointed out, youngsters may change their jobs and careers three or four more times during a lifetime. I think we have long passed the old time definition of guidance some of us grew up with --namely as preparing, choosing and selecting an occupation and advancing in it.

We believe that work can be meaningful. We believe that people can make their contribution and being a mass organization we believe that our services can help them find their way. Based on research and books that we've published we think we've helped. We can't reach all youngsters. We find that with certain youngsters--we find it extremely difficult to have any effect at all. Nevertheless one's role, status and function is still fashioned to a considerable extent about his work. When people are maladjusted in their career choice, this may well spill over into other aspects of their lives. We believe in working with normal young people. We are emphasizing "wellness"--what a healthy model can be--and what we can do with normal young people in saying that their tomorrows can be bright ones. In your book that you and Dal Smith published back in 1963, you pointed out how many people, if they could do it all over again, would choose a career differently. How often do I meet with our own leadership who in every way are certainly financially successful, but have met with psychic disasters in so far as where they have gone and what they have accomplished in their own lives. I think that in a day when we become more and more a part of large organizations that at least in counseling each person can still be important and we can have sufficient time with one individual. We are living in times where families are changing--certainly we have some evidence that is deeply disconcerting. I think it's part of our times, and I'll be speaking in a few days on counseling values back here again in Charlotte, North Carolina, on some interesting research we've done. But it all adds up, it seems to me, that counseling for the normal young person is more indicated than ever before. In our own program and in what we are doing, we believe that behavior modification can take place in primarily three ways--by the parent, by the peer group and a significant other person. In all our programs we are using approaches and research and demonstrations to see what we can do in these areas.

Of course, we also use adult advisors, career advisors, to a certain extent similar to your vocational aide. We use this person at a different level and a little bit later on in the program. Perhaps, if time permits, when I get to givens one and two you may want me to discuss it, unless I go beyond my time.

A little bit now on given three--this too seems to me to be a most realistic one. I think, nevertheless, we have to constantly examine our hypothesis and see whether or not in our research and demonstration things that we believe are so actually work out so in practice. What we are doing, what are our objectives? It seems to me that just as the government has - what is it called now, the program called out-reach? I think we have to be more aggressive in telling our story and letting young people know of our plans and procedures. I've long stopped believing that you can build the best mousetrap and people will rush to use the service. In fact, the very thing that bothers me is that sometimes a good P. R. program will accomplish more visibility than a really quality program in depth.

It seems to me that we can over-complicate as well as oversimplify a program professionally and do harm to a purpose.

Now on to given four - "The Program has always insisted that the first choice for the location of its guidance centers is on a college campus because it could serve its counselees more effectively and professionally. Are these legitimate givens? Why - why not?"

The speaker is willing to accept the fact that first choice for the location of a guidance center may well be on the college campus with its obvious advantages. On the other hand, there can be disadvantages as well on a site of this sort. How does the site affect counseling and testing? How is it perceived by the counselee? Incidentally there is some very interesting research going on right now on the effects of a site on rehabilitation counseling--research along these lines is being carried on at West Virginia University.

Community colleges locate their counseling services usually close to the administrative headquarters of the campus. Typically counselors are near the registrar's office, or the student personnel office. Counselors are close to the central records to which they must refer and so that they have the opportunity of conferring with colleagues in complex cases. In large colleges a centralized suite of offices may offer a formidable block to many students. A student may be overwhelmed by the professional atmosphere. He may hesitate to take a problem, while serious to him, he feels might be considered trivial to the counselor. Faculty members need to become well acquainted with counselors to know their individual strength. The site has a bearing on how well this may take place. In any event, counselors who are physically separated from the natural daily flow of student traffic must then artificially find means of contacting students. Students, it seems to me, are more apt to see a counselor on his way to class than if he has to seek out the counselor in an office on another campus. In my own experience I have seen this on large campuses where counseling services are set up out of the way and it's very possible that young people who would otherwise seek the service, do not. Offhand I'm not sure where in some university settings - it's up to the youngster to seek the help. Having the service at difficult parts of the campus to reach may well mean that many youngsters who can profit from the service never get to a particular service.

It seems to me that location of an office so that records are nearby will no longer hold true in the near future. It seems to me that with automation it will only be a matter of time when the counselor may sit in his office, dial the student's identification number and have an entire student's record reproduced on a microfilm or video screen. I come from Bethesda, Maryland, where we have a computerized system for physicians and everything runs very smoothly. Doctors can be in San Francisco and diagnose a patient based on feeding things into the computer at Bethesda. And it works out very well with few exceptions. A few weeks ago something came back where three male physicians were pregnant--but be that as it may, we are going to see much more using of automatic and computerized data for the entire counseling field.

Let me go back to my own program, just because I am most acquainted with it and it may provide some guidelines that might be helpful. The B'nai B'rith Vocational Service started in large cities. The reason it was there where we found youngsters who needed our help. We obtained office space and location that were easily accessible to the applicants that needed this service. We have found that our office sites have had to change as our intake groups have moved on to other areas. At this particular moment a number of B.B.V.S. offices are considering a change of site--not only their site, but the community where they are now centered. A good illustration is that we have a large office in Newark, New Jersey. Our intake no longer comes primarily from Newark at all.

There are youngsters from the suburbs and this particular office serves all of north Jersey. So now the committee has been working for more than a year to try to see where is the best site for this particular office. While maintaining offices in cities, we have also initiated B'nai B'rith Vocational Service Programs on college campuses. We have an office, for example, at the University of Wisconsin at Madison, at the Twin Cities at the University of Minnesota. We have an office at Boston University. Here what we've done is taken a B.B.V.S. staff member and provided him with office space at the Hillel foundation. We have Hillel foundations and buildings on hundreds of college campuses. So this, of course, provides us with free rent, and in an ideal spot on the college campus. We find that on these locations our intake then becomes that of college youth. Even though young people of a high school level are eligible, very few of them avail themselves of this service. A good illustration would be at the University of Wisconsin where we don't see any high school youngsters at all, even though they are eligible and could come to the service. We have also established extension offices emanating from a large B.B.V.S. office. Where a small community may not have counseling needs sufficient for facilities for a full-time program, we operate out of a large B.B.V.S. office and usually try to provide an extension service from the main offices. The office is located at a community center or the like to provide a service for that particular community on a regular basis. In setting up our offices for the first time we still prefer, however, to maintain them in the city, rather than on the college campus. Perhaps primarily because this is the source of where the applicants are and also because in a number of areas there may be a B'nai B'rith installation. There are always the problems of finances. If you can obtain free rent and the like in a certain area, this makes it more expeditious that we can get the program initiated. As a matter of fact at the present time we have the possibility of three new offices--one in Miami, one in Atlanta and one in the southwest. In two instances at least, they will probably be in the city, but in the southwest we have the possibility of free office space at a Hillel foundation at the University of Texas. Sometimes I think as administrators we have to move in certain directions depending on the resources that are available. We do find, too, that being in a city we become a part of the community. We find that we can use the resources, to a tremendous extent, of the community and participate in community activities and letting our story be known, and being listed as a community resource by Red Feather and the like means that we feel very much a part of the community and perhaps can make a greater contribution.

It seems to me that no matter where the site, we should be able to see young people who need the services such as we provide to "normal" youth. We should see that we have a service that is available, that's accessible, and somehow let parents and youngsters know about it so that they take these services. And that somehow if we told the story in the correct way, or in an appropriate way, at least people do come and want and need the service.

It seems to me the choice of location should be based on the needs of the youth served and the present objectives of the program. The college campus may be more appropriate for the one group and not for another. On the other hand, my own experience has been that effective counseling can be done in a tent overseas with most of the facilities not available and still do a professional counseling job.

In looking back over our own program I am always concerned that affluence can make dents that nothing else can do as well. At the very beginning some of our programs had so very little and we have so very much in comparison with the past. But I'm not so sure we didn't do an excellent job in those days where we had to be even more creative in meeting the needs of these youngsters because we just didn't have the physical sites. In fact, visiting overseas counseling centers I've always been amazed at what people can do and have done with little facilities--such as using shoe boxes for files. So that I think that it is good to have, but I am not worried as much as I once was as to how wonderful the physical facilities may look. It seems to me that in setting up new programs and modifying and changing programs in changing times--and I think we have to--that research design may be built into the program. Then we can see whether or not the givens, whether it's in B'nai B'rith Vocational Service, or the Presbyterian Guidance Centers, that are accepted as being true actually work out best in practice. Facilities in more and more colleges, particularly the junior colleges--fifty-six new ones were formed last year alone--are including guidance personnel in their staff. This seems to me to be a step in the right direction. There will probably be more and more counseling services located in university centers.

I hope, Clyde, that they all apply for approval by the American Board on Counseling Services.

If it can be done more effectively and professionally at one site or another, we must test these hypotheses in seeing what we are doing. Again, I feel it's important to serve more youth. I would hope that many more new programs were started. I feel that we have too little guidance, not too much, I feel that the more we grow in one area we stimulate other groups. Far too few youths are still being helped. At least in our program we are showing the differences between the youngsters who have received counseling and those who have not.

Of course, in all of this, and many conferences of this sort, it leads to no easy answers but to more complex questions. And, of course, asking questions can get one into trouble. Sometimes we ask questions as if there will be final answers and life will be made more simple--and it's just the other way around. Answers make life more complicated. Answers seldom settle issues because facts change, because what holds true yesterday, may not be true tomorrow. And I know how disconcerting it was to me when I learned that you can make a silk purse out of a sow's ear, because originally in the Stanford Binet Test of Intelligence that was a question you would ask youngsters. People going back to school have found out how things have changed. They are telling me now that a Ph.D. in Physics is only good for a five-year period. I think we will have to have the courage of facing a very different world and whether in counseling or in any other field, we too are responsible to change ourselves. We are models ourselves. We have to have the courage of being able to face it of ourselves. There are further questions, further facts, many possibilities if we're willing to try them out on ourselves.

Again, let me put in my own bias. I do feel at the present time, even though many agencies are not interested and are not concerned about meeting the standards of the American Board, that Presbyterian Guidance Centers are. This to me is a giant step in the right direction. The agencies that have seen fit to be evaluated and meet the standards of the Board are in the forefront of the guidance movement. I would hope that somewhere along the line more and more agencies--many who are doing a good job--see themselves willing to go through the evaluating process.

I think that we are living through a period when various groups, and in a setting that, whether it be B'nai B'rith or Presbyterian Guidance Centers, have a chance of developing the profession at the highest possible level at this stage of our development. I would hope that meetings of this sort and constant evaluation would have you do more of a job along these lines and increase your intake and increase the number of services you provide.

I used up more time than anticipated so that I am afraid I will not get to givens one and two, but I'm glad to react later on.

AN OBJECTIVE LOOK AT THE CENTER

Mr. Clyde J. Lindley, Executive Secretary
Special Medical Advisory Group
Department of Medicine and Surgery
Veterans Administration

Let me start off by saying it is a thrill to be here. The conference itself indicates that you are aware of the rapidly changing forces reshaping our society. The conference is a very brave and forward looking approach at self evaluation.

What we're trying to do here is to assess the present status of your program and peer into the future with sort of a magic touch and find out what your goals, your aspirations and your dreams should be--and then perhaps get down to reality and find out what you really can do. I think this is so refreshing! All of us are aware of the enormous changes that are taking place in society, and sometimes I think we lose sight of the fact that our value systems are changing too, and that our whole approach to counseling may have to change in order to keep pace with this changing society and changing values, and I include the church in this context also.

Now I had a little difficulty trying to decide how I would approach this attempt at assessment. The task assigned was to make an objective appraisal of your program. I really haven't had the opportunity to study it carefully, although I did look through the Center and examine a few case folders, and reviewed your procedures. But I thought I might, before I assess your program, talk just a little bit about the future and phrase my remarks in the context of how you plan for the future, because I think this is very important. There are methodologies that have been developed today, particularly in government and big business, which can be applied to any type of planning operation. I think we ought to sort of paraphrase the title to "The Road to 1980," so that everything we talk about today will be in this context--"Where is this guidance center going by 1980?" What are the goals? and so on. In looking toward the future most authorities feel more confident about some predictions and they involve the word more--there are going to be more autos - more TV - more sirloin steaks - art - more medicines, more mobility, more opportunities, more variety, and there's going to be less of certain things--less of diseases, pollution, disorganized cities, hopefully - crime, fewer high school dropouts, and so on. We are going to have to be aware of all of these things in structuring goals for the future.

Many aspects of our culture are going to be much further advanced and the social interaction changes are going to be enormous so we must take these into account. In a recent article in "Science and the Citizen" in the Scientific American (1966)--an article concerned primarily with the future of science--mentioned specifically about the current trends and efforts to upgrade the quality of education. It indicated that frequently in this effort individual needs are neglected. I was reminded of Dr. Dudley's comments in the orientation session--"Don't upgrade the Center, so that you upgrade it out of existence." I think this is a possibility, and Norman, I think, has commented upon this possibility also.

Norman has alluded to the technology and the impact of automation. Here I think we are all aware of the side effects, the fundamental shifts in demands for skills, the imbalances of manpower, and all of these things that are going to have a terrific impact upon your program.

In talking about this new art of "futurism," what can we learn from other people who have planned? What we attempt to do in planning is through systematic efforts to focus the attention of the decision makers on the real nature of the questions before them. And this is what we must do at this conference. We should attempt to structure the conference so that we can have deliberate, informed, intelligent choices. It means that we bring the ends and means into a more rational framework that will better serve the evolution of society and your interests.

Today we have new ways of dealing with change to give a sense of direction, an intelligent and effective choice. So what we have to do is examine all the alternatives that are available to you in the directions that you might proceed and then develop what we call in government and business a "Cost Effectiveness Study" or a "Cost Benefit Study." What is this going to cost and what are the benefits that will accrue if we go along these paths? Then we compare one with the other. There are many paths that are open to you. How do you decide on the choices? As Norm indicated, the site is a very important choice. You have to weigh the evidence for and against in reference to the total complex of services you will provide. Frequently when we are trying to make decisions we get lost because we don't define our goals. Now Bertrand de Jouvenel, who is a leading French intellectual journalist, supported by the Ford Foundation as a planner, emphasizes that we can't take the future for granted, and that the most important element in this future is the human element. How people feel. What they value--their value systems. So what we have to do is get out our crystal ball and look at the value systems of these individuals that we are going to counsel and predict in some way what those value systems will be.

Leonard A. Lecht in a book just off the press, which you may be aware of, Goals, Priorities & Dollars--the Next Decade, emphasizes that we have to select the best goals and then pursue them by the most effective means. There's a real message here and I think Norm alluded to it very well. We can't do everything--we can do a lot, but we've got to be very selective in the choices that we make. I am reminded of a story in the early depression years when there was concern with unemployment. There was concern with the big dust bowl centers out in South Dakota and they came along with a government program to plant trees. The people were very pleased at this approach. None of the trees lived, however. Now today what we are interested in doing is finding out what trees will live before we plant them. This is the approach that we are going to try to take.

So I think what we have to ask ourselves are some of the questions that Logan alluded to in the orientation. What is your clientele? What will it be in 1980? How will it change? What will be your purposes in 1980? What types of facilities do you need? Before you determine the facilities that you need, you have to know the population that you serve and the needs of that population, because frequently the needs, as Norman stressed, will determine the type of physical facilities that you need. In the future in counseling, we may have to approach counseling from a slightly different approach, perhaps a change from the one-to-one approach that we are thinking about today. This is especially true if we are going to meet the needs of more individuals and provide more services and opportunities for all to receive counseling. What changes are taking place in the church, and how is this going to affect your program? What new approaches will be utilized? So in planning what we really have to do is define our goals and develop what we call long range and short range goals. We have to sharpen these and put them down very specifically, just as if we were developing a research protocol. It's the same problem. You have to define the problem very carefully before you know the parameters. And then we have to develop alternative courses of action.

Now, you already have what I call a system of basic policies in your manuals and procedures that you have developed for your program. You should look at these again, since these more or less provide the basic framework from which you operate your guidance program. Generally speaking, basic policies shouldn't change over a period of time as rapidly, as say your procedures and techniques of counseling would change. Your basic policies give you a stable base and form a framework from which you operate. But you should examine them again. You are now taking an objective look at your total approach, your general guidelines, your general principles, your philosophic look upon counseling and its relation to your church program. Once you have done this, the rest is easy--all you have to do is draw up specific plans and then develop step by step actions to achieve these goals.

Now let's go on to an evaluation of your guidance program. I've had the very pleasant task of serving with the American Board on Counseling for about six years, and as a result I have had a fair amount of contact with different guidance centers and programs throughout the country. I must say that initially, when I first became aware of your program, I was a little bit concerned about the vocational aide. This bothered me a great deal. I was worried about this, and I hate to use the word, "sub-professional person"--the vocational aide getting into areas of counselors domain. We decided we had to see the programs and find out for ourselves what this situation really was. So we did. And I was very pleasantly surprised. As I indicated in my remarks the other night, I think this aspect of your program is one of great significance. It provides a continuous type of counseling structure to your total program. I think this part of your program should be re-emphasized and strengthened. You are aware of this already and you are already having problems in this area. But as we look to the future, because of the shortages of manpower and particularly for trained counselors, I think we are going to have to develop vocational aides, vocational assistants and other persons a great deal more than we have in the past. As you look upon this aspect of your program you might even see if you can get vocational aides to work in the Center here. You have different types of problems that your teenage youth present when they come here. They are not all the same. Your procedures unfortunately--and this is true of any counseling center--become sort of standardized and rigid. And you don't intend to do this, but you sort of treat everyone in the same fashion. And, although I admire your procedures and I think they are very thorough, I think any agency develops a standard approach. One should guard against this and remain very flexible. I think Norm hit the nail on the head when he said you have to design your program to meet the needs of the youth that you serve. If a person comes here and his needs are not for the total program that you are, in general, used to giving him, you should meet the needs for a contact with a person who can help him understand himself better. This is really what he wants--a better appreciation of his own feelings and attitudes and his own needs.

The preliminary preparation that you provide back in your church setting is very valuable. The client is less likely to see the counselor as an authority figure endowed with power and unusual wisdom, if this part of your preliminary preparation is done well. Also, he is less likely to say, "I'm going to go to the Guidance Center so that I can take those tests and find out what I oughta be." The expectancies of a counselee and a client are extremely important. I have listened to orientation programs conducted in the Presbyterian Guidance Centers. I have read your account of your orientation. I think it is very well done. I think there isn't anything more important for a client coming in than to know what type of service he is getting and to have a clear conception of this service and the program. I think this will build strength into your program. Part of this can be done in the preliminary preparation. Part of it can be done in your own orientation that you give a client when he arrives at the Center. Unfortunately, some of your procedures themselves sort of block this progress. The first thing that you do after your orientation generally is to talk with a client a little bit--but generally he is put in the testing fairly early in the game. This confirms the attitude that most people have--that counseling is testing. I don't know how you can get out of this block--you have only a couple of days in your program. But I think you should explore other ways of approaching the client initially. Now, I haven't had the opportunity to talk with the counselors here and find out their own concepts of how they approach a counseling interview. But based on prior visits to other centers, I am sure that this is done in a very excellent manner. Generally the interest of the counselor and his motivation to do a good job does carry over to the client, and you get the counselor reporting that he has developed a very good relationship with the client. Now unfortunately this type of relationship is not reflected anywhere in the Center--in the records--in the reports which you send to the students--and, by the way, this is not just a criticism of your center, this is a criticism of all centers that I've ever visited. They all have this problem. It's a difficult problem. What do you tell the client afterwards? Do you give him something to take home with him, as you do? I think we can raise the question--"Is this really ethical to give the client something in writing to take home?" I don't know the answer to this. I'm going to raise a lot of questions. I myself don't know the answers.

I'd like for all of you to take a look at the little blue package in the folder of materials describing the guidance center. I think all you have to do is to read this report to the client and you get the impression that all they've done here is to test this individual. There's very little in this report that indicates how the client feels, what his reaction to the counseling was, what his feelings are, what he expressed, what he said. If you are going to give reports to the counselee, I think they have to be structured in such a way to reflect his understanding of the counseling, rather than the counselor's understanding. Now, I can take this report and read some meaning into it. It also has some meaning to you who have done the counseling. It is phrased in our language--this peculiar jargon, counseling jargon, that we have. But it's not phrased in the client's language at all. It's beyond him. He doesn't have the background of training and experience to interpret the meanings that are attached to these tests to which you refer. It would be much better to forget about the specific designations of tests and even mentioning certain interests, but to talk of occupational fields, vocations, things that the client said - how he verified certain areas of interest and so on. Well, this is pretty rough analysis. I can assure you, however, you're not alone in this type of report.

I would like to express the other viewpoint--that certainly a client should get something out of the counseling situation. Perhaps we strive too hard as professional people in a belief that something has to be written on paper. Maybe this "something" that the client gets is something that happens within himself. Some change that takes place. Now I'll admit when he goes back home and he's asked what happened, he has problems, and you'll have to face this. The question is, "Do you have the courage to face this type of criticism?"

Now, let me talk about your records themselves. I used to wax enthusiastic about records. I thought they were very important. I still think they are very important. I don't believe there is any area that's more difficult, professionally, to develop than that of a good record of counseling. This is a very difficult task. Now most of the records that I have seen in the Presbyterian Guidance Centers do not give any of the flavor of the counseling that occurred. Now admittedly you'll have to be careful about putting some things into the record that shouldn't be there--that more or less are of a confidential nature. But when you read these records you just don't get any picture of the client at all. Just absolutely none. In fact it is primarily a picture of the counselor and his understanding of the testing--and the approaches that he uses. I wrote a little article once and entitled it, "Are Your Records Slipping?" and I think everybody's records slip. Now I would be the first one to caution you not to try to make extensive records. But certainly you could try to summarize in a short paragraph or two something about the client. Something that would tell you about his feelings--his ambitions--what he has said. If nothing more put down something that he has said, because this is the person you are dealing with. This is the person you want to remember when he comes back.

Let me move on to the reports for the school counselor and the aide. I think these are good, particularly to the school counselor. I don't think the aide is in any better position to understand this technical report, and therefore, I see no reason why he should receive a copy. Now if you change the type of reporting he might get a copy of the different type of report.

I don't know what you should do about this area of follow-up. This is very important. I think that you should explore how the follow-up program can be tied in more closely with some of the things that have occurred here. I don't know how to suggest that you do this, but I do feel that there is a need for a continuous type of follow-up with the counseling center because you people represent a body of persons who have had special training and it is necessary that you keep this continuous contact with the aides. And to some extent I think that what I am suggesting that whatever training program that you develop for aides not be a one-shot affair, but be continuous throughout the whole year.

This leads me to another point in relationship to research. I think if you are looking toward the future that what you should do is try to set up your program so that you will have a built-in capability for research. Research is the best way that I know of to take an objective evaluation of what you are doing at the present time. Today there are grants available for this type of purpose, and in the design of your Center I think you should provide an office for a person who is on the staff in a full capacity of doing research. He should have one person to assist him with secretarial and statistical tabulation work.

Now for the future--what can we say? I think one thing that you'll have to do is look for new approaches. Be somewhat experimental in the methodology that you use and the procedures that you follow. Don't stick to one pattern even though you find this pattern works very well. I have a strong conviction that you should offer a wider range of services. In particular, you should offer more thorough services to the college students here. You mentioned, Logan, earlier that you do provide some services to adults. I have a strong conviction that if a counseling center can offer a range of services at every age level, you get a better understanding of the whole process of development, growth and maturation. As a result you will have a better perspective in understanding your clients. So I would say, how about counseling the family occasionally? How about younger persons?

Now I am a little bit concerned that you neglect one area, that of mental health. I think your services should be broadened to encompass personal adjustment counseling, not involving intensive or prolonger psychotherapy. This counseling is for the normal youth that Norm spoke about. Society is getting very complex today as all of you know, and these kids do have problems of personal adjustment which are sometimes much more serious than vocational or occupational exploration. You should have somebody on your staff especially competent to provide this type of service. I've already mentioned about the magical power of the one-to-one relationship that was mentioned by Ken Hoyt last year in his Presidential address at APGA. Why can't you use teenagers to help you in the Center here? I don't know whether we should use teenagers or not. But you know adults do live in a different world and sometimes it is difficult to establish a real sense of relationship with another younger person, and perhaps teenagers might serve some purpose. You would have to explore this, define the limits of it very carefully, but this could be a very interesting place for a teenager to render service.

I also feel, as we look to the future, as we talk of counseling tomorrow, rather than the one of yesterday, that some new competencies are going to be required. Maybe we should look to other disciplines as well as the usual disciplines we think of that are working in the counseling field. Perhaps you should give some consideration to this in your program. How about an individual's self-image--the use of T.V.--taping an interview and then letting the client see himself in the interview and get a realistic, objective picture of himself.

Now I was very much interested in Norm's comments about the site and the affiliation with the college. I feel strongly that affiliation with a college is very important, primarily because of many of the advantages that a college has in terms of facilities that can be shared with the counseling center. Also, I think the college needs the Guidance Center. This is a two-way street. Both can share by the pooling of their resources in offering services.

Now I would like to end this by saying that one thing that I think that really marks your Guidance Center Program is what Dreyfus refers to in the current issue of "The American Personnel and Guidance Journal" (February 1967) as a "humanness" aspect of counseling. I think your counselors, from what I have seen, and the number that I've talked to, do reflect this concept very well. There is always the danger, however, that we let our professional jargon get in the way of this human approach, and thus do not meet the needs of the client. I would urge you, in your case conferences, in your training sessions, to emphasize your particular orientation of counseling so that you can get rid of this need to more or less show that you understand the counseling jargon, terminology and philosophy, so that you don't have to express this to the client. Your counselors are warm and human--this is an area you have made a contribution in--you should continue to make a contribution in this area.

Let me summarize. What I have tried to do is point out some of the advantages to your current program--some of the disadvantages. I have highlighted the continuous nature of your services. I recognize that the two-day period that you have here of intensive counseling has some advantages because it's an intense, thorough involvement experience, and "in-depth" experience, if you will. It does have some limitations as I'm sure you are aware. I have indicated that you should take advantage of some of the new approaches to long range planning. You should plan big, define your goals very carefully, structure a realistic program and develop a time schedule step by step of the actions that you have to take to achieve those goals.

REACTIONS AND COMMENTS

Group Discussion

Dr. Feingold: May I say, Logan, I didn't react to your first two givens, and I feel that I ought to at least say a few things about them, because I think they are important. I would like particularly to react briefly to the first one:

> "Each high school student must have thorough preparation in the local church before coming to a guidance center. This preparation includes person to person, individual interviews with adults to study and discuss and understand the program text."

Here I think, what might be indicated - and I remember I briefly mentioned research design - in all our offices, I'm just mentioning it, not because it is ideal or that we don't need a lot of creative thinking - gosh knows we do - but we find that we don't have to follow a basic pattern at all in our offices, even though we tend after awhile to approach very many goals in a similar manner. We try various methods, different methods, for example our Baltimore and New York B.B.V.S. offices use different approaches in starting a program. So I would feel that if you are interested in increasing your intake this particular given has to be examined. You can build in some research trying to point out what are the differences in how you approach and serve more youngsters. For example, in our New York office before any counseling takes place there are both orientation group sessions with parents and with the youngsters. In other offices--Baltimore would be a good illustration--with youth groups there are often three group guidance sessions with young people with a counselor prior to their coming to the center. I could go down the list of our various centers and show various techniques. There are more roads than we may think and the results that come back show that movement is taking place. I think that if we are interested in servicing more people - I'd like to know whether or not there are real differences in the youngsters - using different techniques. Research it out as to whether or not there is a major difference between those youngsters that have had adequate preparation, as you see it, and those that you may try other techniques with. Because, as I say, in our programs we have tried various techniques. In the long run where we felt there was one way of doing it, or felt one way was the best way, we are finding out that there are many ways of meeting guidance needs. I would say that out of twenty offices there may be many different approaches. Certainly we are moving into similar lines, but we constantly try--and this is what I would say might be helpful--to be willing to try different procedures. I think that somehow we have to get people where they are. I think it was Dr. Dudley who may have mentioned earlier - that by seting up certain criteria as it were, we may also be setting up certain obstacles against youngsters who may need the help the most, may not be ready to go through the procedures that we think are indicated.

In given two, I think here we operate very similar to the way you do. There are differences in background and conditions - but in the main we feel the same way. Given two is:

> "The theological implication of this study and preparation are dealt with primarily at the local level. A Center's basic role is to provide professional guidance and counseling, but religious questions, questions of personal values and meaning may enter into the counseling picture to be dealt with at the Center."

And we find this is exactly the way we operate as well. So here, for what it may be worth, we find this the given we also feel helpful and so on. That's very brief, but I felt that I had not discussed the other two givens.

Dr. Johnson: Logan, we can assume then, that this program--and this is something that I don't know--is part of the regular on-going church education program - the youth education part of the church function - rather than something that is an integral part, that relates primarily only to the Guidance Center Program.

Dr. Cockrum: It is primarily part of the on-going church program. Except it is really not in the stream of the youth fellowship or church school curriculum. It is more of a separate or individual program.

Dr. Johnson: But, from the standpoint of the total church, this program exists and it exists in relation to the Center.

Dr. Cockrum: Right. Dr. Evans is Secretary of Division of Higher Education, and this department is lodged under his Division.

Dr. Johnson: Because this can be a very important function, even though it doesn't have to relate to the Center.

Dr. Cockrum: This is what we are trying to put across now. We have had trouble in the past with people saying "I just want to go to the Center" and forgetting the values of local church portion of the total Program. In fact, too many still think in terms of "I want to go to the Center and take a test."

Mr. Turner: It might be helpful, Logan, some of these folks might not know what the structural relationship, which channel goes from the Center here to the local church. I am the Regional Director of Christian Education employed by the Board of Christian Education and serving the North Carolina Synod. In this Synod we have nine presbyteries, consisting of from 45 to 100 churches, depending upon the Presbytery size. And in each of these Presbyteries I have an Area Director who is assigned to that Presbytery. And we are trying to work through these Area Directors to get into these Presbyteries and thereby to the local church--this gives us a channel.

Dr. Johnson: This might be useful and very helpful and something to be encouraged - and certainly to hopefully be prosecuted way beyond those who merely come to the Center. It might be possible to experiment with some variations on this theme, take some from here, and also have an opportunity to serve some of the youth that wouldn't have this chance to come to the Center.

Dr. Cockrum: Let me give an example of that. A man writes in and says, "I have a son with certain educational problems and he needs to come right now. He doesn't have time for this four or five or six months' preparation." In some cases like this we may say, "Come on." These are special clients. But this is not the design of the Program - not the way it was set up.

Dr. Johnson: In other words you are not making this an absolutely necessary pre-condition to the operation of the Program, but you are getting pretty close to it. We will want to talk about that a little later.

Dr. Cockrum: I know last night at midnight you read with great interest the implications of this program in your assignments. This is one question we raised in discussing implications. Is it possible we also need to serve some young people who never went through this program?

Dr. Taff: I think they need it more.

Dr. Sievers: Logan, have you had enough cases, and I doubt that you have, of these that have not gone through this local church experience so that you could evaluate through the follow-up that you do - these individuals who have had it and those who have not? This might be very interesting.

Dr. Cockrum: We have two doctoral dissertations in progress right now on this very study.

Mr. Turner: Logan, before you came in the North Carolina picture we did have a great many young people who came here who had not had previous preparation. They had so many they were booked up two years ahead.

Dr. Taff: Who pays the $25.00 for the young person's Center fee?

Dr. Cockrum: Well, we encourage each church to think of this as a type of conference fee that it can pay. I don't know how many do this.

Dr. Taff: I was wondering whether it came from the boys and girls themselves . . .

Dr. Cockrum: Probably many parents pay the fee. But we try to say to churches, too, "Look why don't you look at this as if it were a youth conference, and pay the young person's fee?" Occasionally we'll get a check from a church for all the counselees from the church.

Dr. Taff: It may be the ones who can ill afford this are the ones who need you most.

Dr. Cockrum: We've had this problem and have tried to point out, "If you don't have the $25.00 don't worry about it, come on."

Dr. Taff: Yes, but people in that group can be very sensitive.

Dr. Johnson: Mr. Evans, the success of this particular program isn't contingent upon the relationship of the Center necessarily, as you see it? It probably enhances it in some parts.

Mr. Evans: One of the things we have more and more recognized I think is the lack of horses we have in thirty counselors across our General Assembly. I was particularly interested in Mr. Lindley's assessment of the kind of values that the aide aspect of the thing has in and of itself. I think that we are trying to move more and more toward a general involvement in the program even when it means non-expectation of a visit to a Center. And I think it would be real helpful if we could get your candid judgment as to that direction.

Dr. Johnson: I was just going to say, if you are trying to tie it to the Center then the program is going to be much more limited in scope. On the other hand if you try to make this a general educational program you're going to have to have a lot broader implications, but it may not be as explicitly geared toward a particular goal. It may have a terminal point that is short of what you are doing now.

Mr. Evans: I might phrase it this way - that as we look at all of our centers we are impressed by the fact that the more well staffed churches are able to pull off the local church aspect of this thing, and the well staffed churches, by and large, are located in the metropolitan areas whose school systems have an even better system of guidance and so it is a vicious kind of thing.

Dr. Sievers: Those that have - have. Those that don't - don't.

Mr. Evans: In terms of purposes of the church, this causes us some real discomfort. So that we are actually saying, "What about the guidance-deprived, is this the kind of focus the church is going to have?" It is a real problem for us.

Mr. Turner: John, I don't believe that this is as true in the Synod of North Carolina as it may be in some other places. We started out to try to raise money to provide housing for the Center and our approach was to go to those churches who have used the Center. We set $100,000 as a goal. We didn't think it necessary to go to every church in Synod to get the $100,000. We took churches whose young people had used the Center and asked each one of them to give so much. The little churches, just like that, picked it up. Some of the big churches haven't responded yet.

Dr. Sievers: That is interesting.

Dr. Cockrum: I think it is interesting too if you look at the map out in the hall, of 1967 visits, how many counselees are from small churches.

Dr. Taff: If this in the church is not related to your youth program what--just where does it fit in your total church program?

Mr. Evans: It is related to youth. It is a kind of adjunct youth program. It's not - say - the main diet of the youth program at all, but in terms of the committee structure of the session, the governing body of the church, it is viewed as an opportunity primarily for youth that the session structures through the youth mechanism. But since it gets down to one-to-one or two-to-one relations it causes us to have to fend differently than normal youth operation. One of the things we are trying to do in our Board of Christian Education operation is to bring this, which was really begun in the Higher Education Division, into the main parish educational program, without losing values, to capitalize on what coordination would produce.

Mr. Lindley: John, what attempt are you making in the consideration of the evaluation of this program in the church orientation, what approach are you making with the youngsters themselves? I still like to come back as to how we identify needs of these youngsters. I'm concerned that sometimes the needs are not the same. I wonder if some of your research efforts could be directed more to the kids themselves in finding out the types of things they really need. In structuring where you are going this is fundamental. Too often we in the counseling profession feel that we know what clients need. We are convinced that the occupational and vocational explorations - what you should do in life is the most important thing. But perhaps this is our bias showing a little bit too much. I think you should get right down to having a youngster help you with this. Now, more and more we are turning to what I call the consumer. Even in government we notice that the Department of Defense, the Army, has now established a position for an enlisted man to represent the needs of the enlisted person. In my new job where I serve as Executive Secretary to a special Medical Advisory Board - these are individuals in the medical and allied sciences professions that advise the Veterans Administration on our medical program - I talked to the chairman of the group about how we should compose this group to ascertain what different specialties in the field of medicine and in the allied health sciences professions should make up the group. One suggestion was, "Why don't you put a veteran on this group?" Not one representing veterans organizations, but--even the field of medicine has now become consumer oriented and I think we have to become consumer oriented. I don't know how you find out the real needs of your clients, but I think you should explore this area much more in depth. This is why I mentioned that you should get some teenagers involved directly in your program. We are too glib about what the needs of people are. I'm not so sure that we know, and I think we have to identify this so that you can try to set up your program so that it will meet these needs.

Dr. Davidson: I had a question about this when you made the statement a little earlier. Not quite the thing you mentioned, but we've got a group of youngsters over at the college who are working in this area--you see--as part of their college program. I wondered if both for their own benefit and to accomplish some of the things you've been suggesting if we ought to explore this possibility of using them some in the program over here.

Mr. Lindley: I think this would be excellent.

Dr. Davidson: Here you've got a good group - that are anxious and interested to participate. We talked a little bit about this right before Logan came - we haven't raised that question since.

Dr. Johnson: Logan, we have a program - voluntary teacher's aides that go down and work in underprivileged schools and do this four to six hours a week - all organized by the students themselves. I would guess there would be quite a few students here who would like to have this opportunity.

Dr. Cockrum: One of the practical problems we would have would be finding staff time to train and supervise any greater number of Center aides than we already employ. We do use some college students as student assistants.

Mr. Lindley: Logan, let me respond to your question. I think we face this question in all types of programs that are designed to serve people and render some particular service that they need. This is particularly true in the health area. More and more we are beginning to find that the usual role of a person that he learned that he should play in school, really wasn't representing the reality situation in life. To some extent perhaps, we should restructure the role that a director of a program plays. Part of the new function now, perhaps, is training additional personnel to perform services that you yourself could perform in only a limited manner. You can only reach a few people, but the opportunity for expanding services relates to your ability to involve other people in and train them to do specific tasks. Maybe some of the barriers to this are in our own concepts of what the job of a counselor is. To some extent our perceptions of counseling and the role of a leader in this area may have to change somewhat. I think this is true in the field of medicine. I know in psychology where we have a big program in the Veterans Administration, in the hospital program, we've found that initially the psychologists wanted to work in what we call the therapeutic relationship with the patient. And this was the prime motivation. But now the psychologist has found that his role has changed considerably. One of his very important functions is training - training of other staff in the understanding of human behavior and human relationships - getting other people to do jobs that he used to do himself. Frequently through appropriate training, these people can perform some jobs better. Appropriate supervision can also be provided by making the training program a continuous activity.

Mr. Evans: We've had twelve center directors who had been at war with themselves on this very situation. And I think that the description of Logan's job here is really brand new for us--where he looks upon his job as training aides and more supervisory training than counseling--it is a real break for us in that direction.

Mr. Lindley: By the way, I do want to say one thing I left out in the analysis of your program. I do feel that every Presbyterian Guidance Center that I have visited is understaffed. Now, this does sound a little bit bureaucratic I will admit--but one thing you do need when you're in any professional group is other persons to relate to, to form a catalyst for self-evaluation of your program as you go along. And unless you have competent people who have the same degree of background and training and experience at the same level - I don't mean the same type of training - you miss the opportunity to discuss professional matters. I do feel that Presbyterian Guidance Centers are generally understaffed. I don't think you should be a large agency. Maybe five more staff is too many, but in many places they have two people at the present time. I submit that two people restrict your operation very much--it's a limiting factor.

Mr. Turner: I don't know whether you've observed the title that Logan really has. He is not Director of the Presbyterian Guidance Center - he is Director of the Presbyterian Guidance Program in the Synod of North Carolina.

Mr. Lindley: That's very good--I think that's a step in the right direction.

Dr. Cockrum: Well, we would like to add to our staff a man who would only be responsible for the professional operation of the Center. We would like to have a man for research. We would like to have the personal adjustment man. We have these dreams, but the problem is financing to back up these dreams. Let me say one more thing. We don't really leave out these college folks. We use college students in our Center. We find this a very rewarding relationship. We may draw some duds occasionally, and this just means more work. But we do have some very fine students who are working with us now. As one of you has already indicated, sometimes you do find students who have had a course or two in psychology who know exactly how to run the Center and the counselors. But our student assistants are very valuable and helpful to us.

Mr. Lindley: Logan, I tend to share Frank's enthusiasm for the vocational aide in the local church. Working at the local level may be helpful here too. What steps does your Board take to prepare these vocational aides? Is there some preliminary training at the Synod level or Presbytery level? I think maybe the reluctance that some people express about serving as an aide would be that they don't feel competent enough. On the other hand, we are well aware of the danger that the aide may attempt to perform counseling functions. What steps are taken to provide appropriate experiences here? This is an area where you could make invaluable contributions.

Mr. Evans: One of the things we try to do is to have across the church on both the Synod and Presbytery level--hopefully for each Presbytery--a training workshop that we have subsidized. How much longer we can do this, we don't know. Certainly in the immediate years ahead this is part of our picture, and Logan, himself, since coming here in September has devised a means to be engaged in this for the nine Presbyteries in North Carolina. He has had one so far but has scheduled for the next few months the rest of this aide training, and this training is becoming less rigid as to method. But we really have been in kind of an export business, exporting a pretty rigid, standardized type of picture that all of our directors are increasingly uncomfortable with, and it's been rigid as to the procedure for training aides - training leadership at Synod and Presbytery levels - and it's refreshing to see this rigidity being shattered.

Dr. Taff: Maybe this is the place for a leading question.

Mr. Turner: Let me say this one thing - We have in North Carolina had leadership schools to train leaders for all types of teaching leadership, and in that there is one section on vocational aides in leader's conferences. Also, we are in the process of new structure in which we have an executive committee in Christian Education under which there are various councils and one of those councils is a Council on the Presbyterian Guidance Program. The Chairman of Presbyterian Guidance Program in each Presbytery will be a member of the Synod Council and he works directly with the Synod's Council, and back to the Presbytery. We hope to coordinate things better, because up to now the Presbyteries have had no real pattern. Sometimes the Presbyterian Guidance Program is tied up with the Youth Sub-committee--sometimes they have a separate committee. Under this new structure we think that every Presbytery will have a separate committee specifically responsible for the Presbyterian Guidance Program.

Dr. Taff: I was curious to know about the activities of the Center here in the summer because I want to ask you another question.

Dr. Cockrum: This is one of our problems, Luther. In July last year, for example, we served very few people.

Dr. Taff: It seems to me this might be a good time to bring in your aides - not from just one of these groups, but bring them in from the whole Synod because there is a lot of carry-over here. Bring them here at this time and whatever the church set-up is, whatever committees, etc. are aiding in that. I think it would be exceedingly beneficial to get them here to see the Center and see what goes on.

Mr. Evans: Logan's new training plan is--not so much to go there --but to bring them here.

Dr. Taff: He's started, but I was thinking that the summer might be a better time for that--and I am curious about your getting students in here in the summer too, for the actual counseling program, and I would like to see your Center do more than just vocational and educational guidance for normal children. This bothers me. I still don't think you should be on the defensive about its being a Presbyterian program, and admitting that, and not expecting--I'm not a Presbyterian either--but I still think you ought to admit that and not be ashamed of it. If this is the reason for the existence of this program, though, why not just be perfectly frank about that, and you don't stop with just this - it becomes a part of the total program.

Dr. Feingold: Logan, one thing that I would like to come back to - I would like to react to vocational aides because we have had some experience along these lines. Let us relate to the point that Clyde mentioned earlier. We are dealing with youth and do we know these youth? I am wondering if - and maybe it is taking place - if you have youth groups - how are you utilizing these youth groups so that, for example, the youngster who belongs to a youth group, knows there is a vocational service when he is a youngster? It's built into the program of B'nai B'rith youth. So we're really orienting youngsters to the value of career planning when they are youngsters--when they are ten, eleven, and twelve and thirteen years old. They are being exposed. I would say that in this way we have a captive audience as it were. It is part of our plan, so that we get to know what are the guidance needs of these youth. I think fundamentally the major thing here is "Do you know your youngsters, or are we stereotyping him in that they all have the same needs, etc.?" Sometimes as professional counselors what we thought were the problems of the kids weren't at all. I would like for a moment to talk about how you can build a program in as early as you can--maybe even having them come down to the Center. I would hope there could be programs built in at a level whenever youth fellowship meet. Some people wonder why they have difficulty in getting applicants. Our trouble is alleviating hostility in people because there is a long waiting list. I think it is much better to have a long waiting list of youth wanting the program than to be wondering where your applicants are coming from. I would like to get some reaction as to how you are building into this overall program the fact that you have a service here. I think you should be proud of this service and I think you are. Nevertheless I'm afraid unless it is a complete educative job over a long period of time - at least we find it that way - that you've got to repeat it and repeat your story. Otherwise if you don't people will say, "Well gee, I didn't know you had this sort of program."

Dr. Cockrum: This is exactly what we run into. It's a hit and miss proposition right now. We have about 600 churches to work with. What we need to do is some way to relate this program more closely to the total youth program of the church so we can feed information into each church.

Dr. Johnson: I think this is a real important point. Back about the time you started your service, I was asked first in Minneapolis when I was a graduate student to work with a large Methodist group and then later we worked with Temple Israel group, and they said, "Well we've got to do something with the youth in our youth educational program and we don't know what to do with them," and they asked me if I would come in and work with them. So I started first with the Methodist group and later with the Jewish group--and I said, "Okay, just leave it up to me--just don't tell me what to do and I'll work with the kids--start working from them." And it was tremendously interesting to me how serious they were about a lot of problems that we think they are too immature to talk about. Somehow or other if you can get a modification of this kind of thing in your youth education program--I don't think you should extend the preparation over eight months--in fact, I think that's what's wrong with it. There is too much time in between. So get some units built in - then you could get a lot more awareness and could also do the type of thing you want to get done this way to the total segment rather than an adjunct kind of thing.

Dr. Taff: Do you have a youth council at the Presbytery level or the Synod level?

Mr. Turner: We don't have a council. We try to move the youth into the committee that's structured and responsible in youth work. We used to have youth councils. These get to be little groups of young people set off by themselves and they were all experts.

Dr. Johnson: The church didn't get to hear on that committee either.

Mr. Turner: Now, we've tried to move them into the life of the church and make them responsible - to get heard and get visibility.

Dr. Feingold: I'd like to add to what Walt said. One thing we've found very helpful. We put youth now on the highest board at B'nai B'rith. They do shake up adults. And we're doing this across the board in all our programs. The youth should really be represented with a vote. And what we've done in one program which is new in Baltimore - we have a junior board in addition to the local board of directors of the Center and when they meet they say what their needs are and do they feel this Center is meeting their needs.

Dr. Taff: How are they selected?

Dr. Feingold: Well, this comes from the youth themselves. We have youth councils. We have a rather detailed structure because we've been at it for about 124 years at B'nai B'rith. It's complicated. We recently initiated a B.B.V.S. Junior Board. At least we're getting feedback from the youngsters as to what they want and if it's a career conference they carry it out themselves. Get to know the youth and to get higher intake, because I think it is important to somehow reach youngsters. If we're not reaching the youngsters I would like to see some methods to get more young people out. If you have youth groups, somehow counseling can be built into the program--not to force it on the youngsters. I think they've got to want it. It is a rare B'nai B'rith group that doesn't ask for at least one program during the year related to career planning. This gives us an opportunity to start to build so that eventually when the time comes they come to say, "Maybe we ought to discuss this with a counselor." I assume this is similar to what you are trying to do during this eight-months' period. The staff will offer, a speaker will come in during the year to discuss one's life's work, and if the youngster stays with our program - the holding power is great by the way, through the years - we can make a dent. We draw our adult leadership from this group, so I think this ties in even more than just career planning.

Dr. Cockrum: One of our hopes is to structure this educational part of the local program in some way into the fellowship program, where there are available programs, in a way that would enable us to continue to use, as well, the value of the face-to-face individual relationship with an adult.

Dr. Johnson: I think you can get one of these vocational aides to block out a segment of time to which he will give a certain number of weekly sessions and be building a greater program and he'll do a better job than if you try to make him spread it over the whole year.

Dr. Taff: Or, if you spread the idea out over eight years instead of eight weeks, I think you'd strengthen your program. This is the kind of thing you need to explore.

Dr. Cockrum: We're trying to build more of this into the church school curriculum.

Mr. Evans: I would like to ask a question or two of Dr. Feingold. You say you have had a million dollar budget. What percentage of that budget would be fees?

Dr. Feingold: At the present time about twenty-five percent would be fees. I don't think we'll ever bring it to a much higher level. In fact this year we no longer raised counseling fees. The fact remains as in any organization we have the same problems too--the fact remains money is a problem, staff is a problem, and with a private group of any sort which is not the government you find very quickly you get cornered as to what you can do because of finances. Professionally I thought that we should charge fees, and we did. I found that what was happening was that we were raising more on our budget through bringing in fees. Staff suddenly felt they were under pressure and they were. In a large office they may bring in $50,000 in counseling fees. This is really the responsibility of the organization of B'nai B'rith itself through its fund raising department and other fund raising avenues and gifts and foundations, rather than the counseling service to bring in the funds. I think some caution should be used. It's happening in universities. The amount of money they are bringing in from counseling fees is increasing until it almost becomes a business. We have many professionals in our New York office--here comes along a subway strike. For two weeks--no one to see. You can predict about how many clients a counselor will see. We figured if that strike lasted for about two months I don't know what would happen to our New York budget. We are obligated to bring in so much in counseling fees. So my answer is I would much prefer that with any program that you don't get boxed in with having to bring in too much in fees. We can never go back to the old days when counseling is provided for free. There are members who feel that as a fraternal organization we should have never started charging fees for the program. I don't know that that's what you had in mind. I would say use real caution in the sense that you don't find you are running into problems, even though the fee that you are charging at the Presbyterian Guidance Center, based on my experience on the American Board, tends to be very low in comparison with most universities today. Many of the private agencies charge considerably more than we do--many charge by the hour. But again, if you have to grow, this is a means of growing a little bit. I would say, based on my experience, stop at a certain point and take a good, hard look on your long range counseling program fee.

Dr. Sievers: If this money that you get from fees could go into a general fund and sort of lose itself, then there would be an obligation from B'nai B'rith itself to support it. Then you wouldn't be caught in this kind of dilemma and this might be something for us to think about here.

Dr. Evans: In the educational work in the church in the last 15 years, two or three areas of work have really made heavy dollar demands on Synods. One of these is the ministry in universities - campus ministry - and this has been new dollars that the church has had to find. Another is in the area of guidance, and the Synod's pie maybe gets a few dollars larger, but the slices of the pie are very frozen, and this whole matter of financing is really forcing us to raise this question. We don't have an option of five more staff people; at least I don't think we do. The option is more what is our creative role on the margin? All right, we've got a limited operation - now in view of the world shaping up toward 1980 where should we think our margin of uniqueness might best be played, because the concept of mass service of normal people is beyond us dollar-wise? I wish I didn't have to say that, but I think it is necessary. What is our creative role on the margin? The Presbyterian Guidance Program was begun in our region at a time where guidance in the public sector was very, very marginal, and now we are marginal numerically to that development. I hope we will kind of center on this.

Dr. Cockrum: Happily, this is our next panel. This leads us into it. What we have asked our next panel to do is to purpose how to develop understanding, or how to better communicate and cooperate, as a sectarian service, with the schools. What we are thinking about is the development of mutual assistance for these young people in this changing age. What do we do in the future to best help youth? What is our role? as John mentioned, in this cooperative effort together. We've asked Frank to lead off and Luther and Katherine to speak to particular areas of this cooperative effort.

SECOND AREA FOR CONSIDERATION

TOPIC: The Program and Public School Vocational Guidance

PURPOSE: To develop plans for further communication and cooperation between the Program and public school counseling services.

DISCUSSION PANEL:

Dr. Frank L. Sievers
Principal Specialist
Guidance and Personnel Services
U. S. Office of Education

Dr. Luther R. Taff
Associate Professor
Counselor Educator
University of North Carolina
at Chapel Hill

Miss Kathryn Ray
State Supervisor
Guidance Services
North Carolina Department of
Public Instruction

THE PLACE OF THE PROGRAM IN GUIDANCE TODAY

Dr. Frank L. Sievers, Principal Specialist
Guidance and Personnel Services
U. S. Office of Education

Let me tell you the charge that Logan gave me. Logan was asking me to try to relate some of the facts about the secondary school guidance program as it pertained to local public educational agencies--State Departments of Education and so on. He was very permissive here. I appreciated this very much. He said, "You may see that the church has no business in this field at all. Maybe this whole concept of vocation as related to career choice or occupational decisions doesn't need to be stressed? If you do think that, be sure to say it. Be sure to raise this kind of question. If you happen to believe the other way, why go ahead and tell us why you believe it, and so on."

So we'll start out giving you first of all, probably a view of the state, of the situation as it is, and I have just a few statistics - they're boring as can be, but they tell a terrific story as far as expansion of guidance services at the local level is concerned. We have data in the office comparing the 1959-1960 school year with the 1964-1965 school year. We don't have all of this on computer yet, Bob, otherwise we would have the 1966-1967 data almost on hand. Some day we're going to go to that in our Center.

Nationwide, we found in 1960 that there were 10,968 - in other words almost 11,000 - full-time counselors functioning through the nation, USA. Now this is really the time, Kathryn, for you to tell us how many counselors you had in 1960 - it was actually 135 full-time people in the State of North Carolina at that particular time. Part-time we had almost double this number. These people were teaching part-time and also functioning as a counselor part-time in the nation - 20,613. The State of North Carolina was doing very well, they had only sixty part-time people in 1960. This shrunk nationwide from 20,613 to 18,618 part-time. In other words, we were almost doubling full-time people because we had 23,506 and this had grown from there on up due to the fact that we had fewer part-time counselors--in other words, local educational agency administrators were saying it's unfair to expect this person to teach part-time, to function as a coach part-time or what-have-you, and also perform the duties of a counselor. Now total number, we hadn't grown nearly as much. Because we grew from 31,581 to 42,124, nationwide, in the total number. Then we have an unfortunate box that we got ourselves into in the office.

We began to talk about full-time equivalents. This means that if a person is a counselor half-time he is counted as half a person. If he is less than half-time he is counted as one-fourth--more than half-time, less than full, three-quarters. And then we would work out a full-time equivalent. Congress has learned that they can expect this full-time equivalent - divide this into the total secondary school age population and there is the ratio that the nation has. Our ratio had not shrunk as much as you thought it would from 1960 with the increasing numbers, particularly in full-time people, we were 1 to 638 throughout the nation in 1960. We only dropped back to 1 - 505 in 1965, but this is accounted for in large number by the increase in secondary school age population during this particular period. Now, North Carolina, the Synod of North Carolina has 541 full-time people as compared to 135, five years ago. Their part-time people have grown to 250, whereas there were only 60 part-time in 1960. And Kathryn would say, as adequately representing the State Department of Education, that largely these are part-time people - who are functioning in small local education agencies - that's just as good, we can't afford a full-time person - our ratio wouldn't permit this. Well this would indicate we have a long ways to go - one to five hundred five. If this was true in each state, and it runs as high as 1 - 1,000 in some states and it runs as low as 1 - 220 in other states. And I don't know what the full-time equivalent ratio here in North Carolina is.

Kathryn Ray: In 1965 it was approximately 1 to 850.

Dr. Sievers: You can see why the federal bureaucrats cannot get disturbed about this kind of supplementary services - we would be disturbed if this was a supplanting service the Presbyterian service provides. But the kind of supplementary service that this provides, with 1 - 500 nationwide, 1 - 800 plus in North Carolina, why this kind of service - if it is a quality service - is due any youngster, from any source, if you can get it.

Now we have two other very interesting pictures coming. As you know, in 1965 Congress passed the Elementary and Secondary Education Act. The biggest single funding act for education nationwide that has ever been passed. The President has called it the Education Congress. Under Title I which was a billion dollar program - this is Poverty Quotient where they are educationally disadvantaged and it's worked out on the quota of number of children in families with $2,000 or less income. They are raising that to $3,000 incidentally - and also any children in families on Aid to Dependent Children. Each local school district gets a quota from the data that the State Department of Education has and each has a quota that can be developed. Well, so far, these projects are proposed by the local educational agencies. The state itself sets up the approval for this in the project. We find that twenty percent of those projects are almost totally guidance and counseling, feeling that these youngsters who are marginal, Luther, that you were talking about - the ones who need it most - probably ought to get assistance as quickly as possible. And then we find that sixty-one percent has elements of, or all of, personnel and guidance services. So we are thinking of the broader concept - not just the guidance but also of school social worker, school psychologist, school health nurse or physician or what-have-you.

Now this raises some problems too. Kathryn told me at breakfast that they would have - I forget how many more counselors - if there were staff available. Luther said he hated to see a school administrator come into his office because his major contacts with them was them coming in and saying, "Now tell me where I can find a counselor." Luther got to the point where he was not necessarily too disturbed about this, but nevertheless he just hated to have them come in because we just don't have them - that's what it amounted to. So, in trying to staff these Title I projects, some states - I don't know the situation in North Carolina - but some states are getting only bodies that are warm, and putting them on duty in guidance and counseling programs under Title I simply because they see some value in having a person who is warm physically and also mentally and personally just to work with these youngsters. In other words, these persons should function as the vocational aide type of operation rather than that of counselor. The State of Mississippi - I can brag about this - a sister state - they will have more counselors functioning under Title I than they do under the act Title VA of NDEA, simply because the local school - local and state - has to match this money, dollar per dollar. Title I, a billion dollar program, requires no matching. So, states are moving into this. But the beauty about Mississippi is this, Mississippi is saying - because the Director of Title I projects is a former state supervisor of guidance - that these individuals will look to the State Department of Education, namely guidance services, for their supervision and they must meet the certification requirements of Title VA requirements. So I can't look with any alarm on the fact that they will have more counselors under Title I than they will under Title VA simply because they meet at least certification requirements of the State Department of Education. But I can't name more than six states that are doing this. So this is a case for alarm as we think of quality here in the Presbyterian Center.

Under Title III of the Elementary and Secondary Education Act, which is a smaller program, dollar-wise, these are the supplementary centers and services where one or more local public educational agencies will apply directly to the Commissioner of Education for a grant to do something different, something innovative and exemplary, in any kind of an educational program. The interesting thing to note is that eight percent of these projects that have been approved by the Office of Education with, of course, the reactions from the State Departments of Education, eight percent of them are totally guidance and/or personnel services. And then they estimate that almost half of them have at least a component of some guidance or one of the other pupil personnel services. So we see a tremendous bulge, and I think this may be further emphasizing the need for us to look at this program and how it can be unique or creative. What kind of services can we perform - within the Presbyterian Church or within these Centers or church-related centers - that can be unique? Because if I understand the history of Presbyterianism - and it is probably true of Methodism, or what-have-you - that the church early in the history of the United States at least, moved in in providing elementary education until the time when the public authorities could take over this program. There were many church-related hospitals until such a time as the public could undertake this and they had adequate facilities, then the church moved out of this into another needed area. So the church has operated on the basis of need, and I think maybe this was the way our Presbyterian U. S. Program grew up. It was on a basis of need, and again emphasizing what Clyde has said, the need factor. I hesitate to bore you with dollar value, but I think this will show you some of the acceptance, some of the readiness at the local level for guidance and personnel services. While in 1960 there were throughout the reported money spent in guidance - this is on a matching basis you remember - dollar per dollar, or as it wound up then $6 for every federal dollar that was invested, or $82,929,062 spent in guidance throughout the country. And of this amount only $15,000,000 was federal money. The State Departments of Education devoted - I can give you the exact figures if you want it - almost $4,000,000, it was $3,379,792 - but the local educational agencies already were absorbing over $66,000,000 of this total $82,000,000 that was devoted to it. So you see, this says something to us, it seems to me, about the readiness of the public for this kind of service, including Presbyterians, the Lutherans, the Methodists, the Roman Catholics and so on. Now by 1965 this sum had almost tripled. Spent nationwide was $217,933,908 and of the federal amounts this had increased only about 5½ million, because our amount of money at that particular time authorized and appropriated was 20½ million. But the state funds had almost tripled. They had grown to $9,241,510. But the local educational funds had grown from the 66 million plus to almost 188½ million. And this raises the question of course in a person's mind, with the local effort being so tremendously expanded. There are the maximum limits -

there are other claims for this money - and we begin to wonder if we've almost reached the saturation point as far as local funds are concerned. Maybe we have at the state level. And apparently we've almost reached the saturation point as far as federal funds are concerned. But we are over-matching almost twelve to one now. If the federal funds were expanded by five times, we can still match it through local and state money, but we know the situation as far as increasing federal funds might be concerned. But again reiterating, this dollar increase, the number increase when the states and local schools had a chance for non-matching funds - they were devoting considerable amounts of this money to guidance and counseling. There must be some reason for it.

There seems to be, in my estimation at least, a real need for this kind of comprehensive help for the youngster as he makes his career choice - as he tries to find his way through the educational maze that is getting worse and worse, or even trying to get admission to a college or understand what kind of jobs will be fading, or out of the picture, by the time he gets his two years of technical school or four years of college, or four more years of graduate preparation or something of this sort. And I think much of this is due to the fact that we have had effective counselors by and large at the local level. I think it's due also to the fact that people are beginning to say this kind of a complex picture we have, so far as the occupational picture is concerned, is such that you can't just guess any more. You have to have more facts. You have to think of the kind of opportunities that are available, but more particularly the kind of person the child is - the kind of self concept the child has - the counselee has, to the end that he will think not only of the kind of person he is, the kind of opportunities available, but also the kind of life, the kind of value system he intends to develop in himself. All of this, I think, is by preface to point up some of the questions I would like to ask about the Center and the kinds of opportunities that you people have available. I should say our preparation programs are expanding almost proportionately - the Title V B, Counseling and Guidance Training Institute Program, has not grown financially at all. But they still have about twenty applications, I suspect, to each one that is granted. This always causes heartache on the part of the graduate institution who makes an application, and it's unfortunate indeed.

Dr. Beard: You're sitting near one . . .

Dr. Sievers: Well, that means they couldn't use all the good programs that they have there.

Dr. Johnson: That's certainly the truth.

Dr. Sievers: It's most certainly the truth - and I think both of you have served on the advisory committee on that. You know the real problem we have, but we do try to make a survey of the preparation programs, knowing that OEO is using a lot of counselors. Unfortunately Title I people, ESEA, Office of Economic Opportunity - that particular program - if you insist that they must be certificated, or must be qualified, they'll say, "Well, we'll call them something else, but we'll still have them function this way." So you see we're caught on the horn of the dilemma here. We want quality service because it can ruin us in the future unless we do have it. Nevertheless they are going to get it, whether they get a qualified person or not. So we have surveyed the counselor preparation institutions and ignored institutes completely. So we're not thinking of the output of the institutes. We had 305 respondents to our questionnaire and this is in the process of publication for you professional people if you care to have a copy. Two hundred and forty-eight offer at least a master's degree and they estimated that about one-tenth of those institutions were offering two-year masters, rather than only the one-year master. Then students in regular status in 1965-66 amounted to 27,694. And then in the summer schools it ran a little over 28,000 and this is a pretty natural operation because the person is appointed as a part-time counselor, or he knows he is going to get the nod, he'll go to summer school to get the six hours or the eight hours that are available and move in the next summer. I'm not sure if that's the way you got your master's, or not, but many of them do in this particular way. I happen to be guilty in that respect myself. And then in estimating the future, and Clyde was saying, "Let's look to 1980," we've only projected five years with all due reference to the Russian five-year plan or what-have-you, we projected five years, asking these respondents to tell us their best estimates for that period. They say that 46,500 in the next five-year period will have earned their master's degrees, and about ten percent or more in two-year masters. Then we'll have an additional 4,000 that will have earned their doctorates as far as guidance and counseling is concerned.

Now, I do have some data upon elementary school guidance. I don't think it's too pertinent right here because we are thinking of us operating here in this Center at the secondary school level.

Now, let's look at what are the strengths of these programs. I think many of them have been successful because we've had qualified, conscientious persons operating at the local level. Albeit the quality is not as high as we wish that it might be. Nevertheless they have performed a service and there are individuals who believe that it makes a real difference if you have a well prepared counselor who is working with individuals as they think of their educational-occupational choices and their personal adjustment. Now, we run into static once in awhile. One of my colleagues at the American Association of School Administrators meeting last month in Atlantic City was on a panel, and there was one person, a very good school administrator, he could be named, who was saying, "This guidance, counseling service, is for the birds. Look what they did to my son." And here was an inexperienced--or at least an insecure--counselor who had told this school administrator's son, "That from the test scores that we have available you had better try to go and become an apprentice plumber or brickmason." And this happens occasionally. Where we get static pretty generally, it is this kind of personal reference that they point to. And I think there is a clue for us as far as evaluating this program. Thinking of that personal contact that you were talking about, Clyde, because we buy a car on personal preference. I sorta like my brand of car, and it takes a traumatic experience for me to change that.

The same thing is true as far as the personal problems that are brought to the counselor. It is such an intimate kind of relationship that one boo-boo can make a real difference as far as belief in it is concerned. But this kind of acceptance probably has grown because the public has felt there was something worthwhile and pretty generally they have been satisfied with it. I can see that the Presbyterian Guidance Centers, in our southern states particularly, have had their tremendous influence because we've seen greater growth in the states in the South proportionately than any of the other areas in the United States.

Dr. Beard: Well, it's funny that they can be so professional about their own line of endeavor and so unprofessional about a thing like this.

Dr. Johnson: That's human nature.

Dr. Sievers: We had a lieutenant governor in a western state who wanted to eliminate the guidance services in the state - not the local school program - simply because his son had had a traumatic experience with a counselor who only read one test score and tried to give some advice, and so on. We could cite instance after instance that shows the very crucial effect of this. So I think you walk on eggs every day here in this Center. Every time you have counseling contact, you can spoil months of work with just one kind of unfortunate experience.

Now let's look at the program itself. I think the counselor functioning at the local level cannot perform the function that you people propose to perform largely at the church level and through the vocational aide and then reinforce it - as you were saying, Luther, don't be ashamed of it, here at the Presbyterian Center. Let's stress it. There is a very real difference between vocation - total call from God, as compared to the occupation, or planning a career, or thinking of the kind of life I want to live. We have this kind of commitment, and it is well stated in this book on page twenty-three - I think it is - and I won't read the whole thing - just a part of it. This is a quote from Wade Boggs in All Ye Who Labor:[1]

> "Only the church can effectively challenge young people to make their Christian faith relevant to the world of work. The public schools, because of the traditional separation of church and state cannot be expected to perform this evangelistic function."

And this was interesting to me: the word evangelistic being underlined. And they talk about the whole purpose of the call. On page twenty-two, I like this because repeatedly I hear people who don't understand your Program - as I happen to meet with local groups or state groups - saying, "Yeh, they're just trying to take us over. They're performing a function that we're equipped to perform." But when you talk about supporting a school's program I think you meant what you said here. And in my observations, and as I talked with people who understand your program, they say, "The Presbyterian Church U. S. does supplement, not supplant." The church has a role to play here and albeit the role, especially of the evangelistic role, let's call it - because that's what you call it in this book. The evangelistic role of convincing the individual that there are not only parents of children but there are also Christian parents of children. There are Christian motormen and there are only motormen - Christian bricklayers - there are bricklayers, and so on. It's pretty hard for the school, it seems to me, to hold hands off, but they are in jeopardy unless they do, except by indirection, by example, by the kind of life they live - witness the counselor in Virginia who came over to the church I belong to to perform this function. A very well qualified individual and a very personable individual, who complained about one thing, and that was that this increased so much her load because these youngsters were calling her at night within this class of about thirty that she and I worked with.

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[1] Wade H. Boggs, Jr., All Ye Who Labor (Richmond: John Knox Press, 1961).

Now let's ask some questions of ourselves, and I'm really disappointed in these other two panelists. They haven't broken in and given me the relief that I was thinking of. I do think there are some unique roles that the church can perform and probably will always have to perform even if we get our ratio - in the local public schools or in the school situation with 1 to 100, there is still the role that we must uniquely perform.

Mr. Lindley: Frank, you want a question. I have one - "Where would you say the concept of Christian vocation should be emphasized in this program?" We had explained about the work back in the church, then the work in the Guidance Center and then the follow-up. A sort of three-stage phase. Where in this setting do you feel it belongs?

Dr. Cockrum: Clyde's question was, "Where do we put the theological implications?" Is this right, Clyde?

Mr. Lindley: That is correct.

Dr. Sievers: I might apologize for my ill treatment of the panelists. They said I was talking so fast and all they couldn't get a word in edgewise. I would be glad to try and kick this off. I think, I'm wondering if mid high school is early enough. You sort of catch this thing, the theological implications by the kind of a family you live in, the kind of examples you see and eventually it becomes a part of you that you might not be able to unlearn as you begin to get the theory, etc., and my fellow panelists will take over I'm sure.

Mr. Lindley: I think I like that, I'm all for beginning things early. I think that guidance services should begin very early. However, I think I'd like to pinpoint the question a little more. "What should the role of the professional personnel here in the Guidance Center be in connection with this question?" And anybody can answer that . . .

Dr. Taff: I don't know enough about the structure of the church. It seems to me to go partly to your educational program here, with certainly some stimulus provided and possibly the training opportunities and getting back to your aides and whoever is in charge of your youth program. I think it would have to operate within the framework of whatever training program you have, not just for your high school or junior high, but even below that.

Mr. Lindley: Well, one reason I asked this question is that I had found in reviewing one of the guidance centers - not this Center - that a considerable amount of the orientation was devoted to this concept of Christian vocation. So much so that I felt that it did detract from the time available for the approaches that the counseling staff were trained specifically to provide. Now, of course I think in context, naturally religious life and philosophy of life is very important in connection with understanding yourself. And I don't think that by excluding this we mean that when these questions come up, or when they are a part of the background, and you can see this from examination of the interests that have been expressed, if the aide has done the job properly you will find this recorded, hopefully, and then of course it becomes a part of the counseling picture. If this is not there, and if the student does not necessarily request it, I think then it's better left to the church to provide this emphasis. Now this is my own personal feeling, and I'm not sure it's right and that's why I raised the question.

Dr. Taff: I have a feeling about that too, and I wonder if the center isn't the church operating.

Mr. Evans: I missed that . . .

Dr. Taff: Isn't the center an operation of the church, or the church operating actually, and it's a matter of degree, I think, with me as to how far you would, or what the center would do about that.

Mr. Turner: I'd like to make a comment on that as a churchman. I think it would depend on the young person and the church and the instruction, religious instruction that church provides the young person before he gets here. If this young person comes from a church that has not had this sort of background, then I think the church would expect this instrument to provide some of it. If the aide has done the job, and if the church had done a job long before the aide gets hold of the young person, then it seems to me as if this is something that you can go on by here and deal with other things more important.

Mr. Evans: My immediate reaction would be that looking at say twelve kinds of operations, I think our centers tend to err on the side of not wanting to raise any religious questions. That is, they are so conscious of the criticism that they may be "evangelizing," to use a word here, that with just one or two exceptions, I would say they go, they'd be reluctant to even bring it up naturally. Logan, you've had long experience with this.

Dr. Cockrum: This is true, John. I think what Clyde has run into happens occasionally. If we spend so much time in the evangelistic emphasis at a center, and the time is so tight there anyway, then you have no time left for anything else, if you're not careful. What we try to say and insist on trying to put across in training aides is: "Now look, you people have had these folks for some weeks or months and have had them through their lives up to this point and will have them after this. This understanding of Christian Vocation isn't something that they will pick up fully in two days, or two weeks or two months. They may struggle with the meaning of this for the rest of their lives." This is just a beginning attempt to get this doctrine, understanding into better focus, to begin to come to grips with it.

Dr. Sievers: How much of this is in your curriculum? In Christian education, I mean in the church school?

Mr. Turner: You mean the Doctrine of Christian Vocation? I think it's in here and there but not as a specific direct thing. This is why Logan and I were talking. We wish we could get it, John, in the youth program where it would come in like these other booklets that they have. The specific thing would be focused on and dealt with over a period of time.

Dr. Beard: Do I understand Christian Vocation to be, whatever job you're doing, you do it like a Christian? Is that what we're talking about? Well, if it's at least a part of that, then the forty-eight hour period that you have isn't much time to do anything but supplement with respect to specific areas in which you can find something that is amenable and appropriate for you to undertake. It seems to me that as long as you have a forty-eight hour limitation, you've got a serious practical obstacle there, in a way. That doesn't mean that you subordinate the question of values if it arises. For instance, suppose this kid is talking about becoming a bartender, I can see where the question of values, "What are your values in life, what direction do you want to go, with what sort of people do you want to associate?" could well now be an important aspect of what the counselor deals with. But in the usual thing, whether it's a Christian bricklayer that we're referring to here, or just a bricklayer, it seems to me then that you could easily just let that go as long as . . .

Mr. Turner: The Protestant Doctrine of Christian Vocation grew right out of the Jewish conception. That God has a place and a plan for each individual and I find that place, then I find my maximum usefulness in the world and the maximum satisfaction for myself. This is how I understand it.

Dr. Feingold: It seems to me, and I'd like to come back to the B'nai B'rith youth organization. We call programs "folds." They're nothing more than programs. But whoever was astute from the very beginning had as one of the folds this idea of career planning. I wonder in your curriculum or in your groups if it could not be built in so that long before the youngster is eligible for this service he would know that it was available. I think that it has to be written into your program. Whoever does the teaching in working with these youth groups also must have an understanding. They may have to come to the centers much earlier in their planning.

Mr. Evans: Well, you know this is something that we try to feed into the whole communicant membership training program. But you see, traditionally we call in our Board the department that does this, the Department of Christian Vocation, which has in a sense said that we are going to have for ourselves the theological task. But the theological task really belongs to the ongoing work of the church in its educational processes. Now this doesn't mean that we don't need a booklet like Al Winn's book.[1] The theological task is larger than the task of our department.

Dr. Johnson: I think your statement in here pretty well states it philosophically.

Mr. Evans: The point that you brought up, Mr. Lindley, is of interest to me. In the last two years or so, we've gotten greater discussion among our guidance center personnel, an open freedom that we rejoice in. In our last meeting it was quite interesting to me that the professionally-trained people who were not ordained, who were participating in this, were more concerned about picking up and talking about doctrinal matters, and were more open to this, than some clergy-trained people who had also had further training in guidance. It was the non-ordained who were freer to deal with these things than the ordained ones. And it was mainly because the ordained ones live with the kind of stereotype that they really aren't professionals in guidance, you know, that they are somehow doing missionary work rather than professional work.

Dr. Johnson: I think that is one of the problems. It's a case of protesting too much sometimes. You want to be so sure that you're being objective and professional that you protest against anything that isn't. We have ministers going through our program, for example, and when they get through with counseling they want to be so sure that they're objective and not feeding in their own personal commitments that they over-react to it. I don't think there's an easy answer. I think that the answer simply is, do what comes naturally, but look at it for what it is. I mean if there are people doing too much of this sort of thing, then I think it should be called to their attention. On the other hand, you are a part of the church organization, you represent it, and there shouldn't be any way that you avoid it.

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[1] Albert C. Winn, You and Your Lifework: A Christian Choice For Youth (Chicago: Science Research Associates, Inc., 1963). Textbook for students in the Program.

Mr. Evans: It should be introduced where it is appropriate.

Dr. Johnson: Right, and if we start from the assumption that is stated in here that "Labor is prayer"; that's what I think Thomas Aquinas said - you recognize that work is a normal part of "the good life" and if you somehow communicate that then you've done your job. That is not indoctrination.

Dr. Cockrum: Are there any more comments on this question?

Mr. Lindley: I have another question related to Frank's presentation about money, which is so important. It occurred to me, Frank, when you were talking about the various aspects of the public laws passed by the "Educational" Congress that one good opportunity for you here to provide additional staff persons is through an appropriate grant. And the area that I mentioned earlier, the research area, would be an appropriate area for a grant. I wonder, Frank, if you could elaborate on what the possibilities might be in this area.

Dr. Sievers: Of course the ESEA that I was talking about isn't much of a possibility unless your center could stimulate one or more public local educational agencies to try to research these elements in your program. This might be one possibility, but I was wondering about the Higher Education Act, I believe it is III-C or IV-C--can you help me out there, Walt? I think it is IV-C myself--and this might be a possibility of getting a grant to research this kind of relationship with the school and how your product fared compared to others at the local school level you see. This could have some possibilities for you. If you could include the mental hygiene, remember at our lunch table you were saying you're worried about the thirty percent, Luther, that do have some emotional problems or something of that sort. Now, NIMH, with this kind of an emphasis, anything that has a mental hygiene connotation, then the National Institute of Mental Health, would be a strong possibility and it, so far as I know, is a more wide open kind of grant than the Office of Education is still permitted to make. Would there be, addressing the question to at least two counselor educators, three counselor educators present, would there be any payoff in say, interning some people to help on this manpower problem? I could see some problems as far as a public institution is concerned interning them at almost any place.

Dr. Sievers: All right, excuse me for even trying to anticipate. This again might be a different kind of approach but . . .

Dr. Johnson: No, they're not going to like that.

Dr. Sievers: I would like to see them try this IV-C of the Higher Education Act.

Mr. Evans: Yes, you see we've got some of our guidance centers which are under the college which frees them for this kind of a thing. A number are autonomous from the college in its function. That really eliminates them from the possibility of government support because they are church agencies.

Dr. Sievers: Under our ordinary Co-operative Research Grant, a college or university or a State Department of Education is eligible for a grant, but not a local educational agency. Each time that a law is passed there are certain restrictions placed into it making it more nearly categorically rather than general.

Dr. Davidson: What about your two colleagues, are they not going to say anything about this particular problem?

Dr. Sievers: This is the time for them to kick in their fifty cents worth.

Dr. Davidson: It's hard to draw out of them, isn't it? You've done your best.

Dr. Sievers: No, really I've been talking too much, now you know the secure counselor won't be worried when there's a long period of silence - let's have a silence and see what they have to say.

Dr. Cockrum: Dr. Taff, I believe, had a charge to react to . . .

THE PROGRAM AND PUBLIC SCHOOL GUIDANCE SERVICES

Dr. Luther R. Taff, Associate Professor
Counselor Educator
University of North Carolina
at Chapel Hill

Dr. Taff: I still have that charge, the thing that bothers me about my charge though is that until you define what the real purpose is, if you're going to change, this is all right, but are you going to leave something? "How can this center provide?" --this is one of the questions I was to ask--"How can this center provide supplementary aid for the ongoing program in the schools?" This bothers me a little because I want, I think yours ought to be unique as a whole, and not supplementary.

Dr. Cockrum: We were talking about this with Norm, I believe from the beginning, if we want to supplement. We are not trying to supplant.

Dr. Taff: Yes, I think you have something unique. This is the reason I question this. But my particular problem was to consider how the guidance services of the center might be coordinated more closely with the guidance programs of the public high school. Well, if your program is to remain as it is, it can supplement. But this means you need to know very well the program of each school that the student has attended. Now you're going to get some information about that from the student, and you are also going to get something from the school counselor. I don't know how much contact you have with the counselors though. Do you simply ask for this information from the counselor, or do you give the counselor a description of your program and what you can do?

Dr. Cockrum: Ideally, we would like to have school counselors visit the center, spend a day here as our guests. Some have accepted this invitation. Then we try to go out to visit schools and meet administrators and counselors. Finally, we recommend that when a local church begins the program someone from the church should visit the school and explain the program to the high school administrators and the counseling staff.

Dr. Taff: I have a very strong feeling that prior to coordination there ought to be considerable communication on which that is based. For instance, I'd like to see you folks with a spot on the program at our state meetings, or a booth there. If you don't do anything else other than have a sign up there with a question mark, you're going to let a lot of school folks in North

Carolina know that there is such a thing because there are some people--we were talking about Hanging Dog, North Carolina, and there is such a place, way up beyond Murphy near the Tennessee line. And I'm not sure, but I'll bet there's a Presbyterian congregation up there with a few young people in it, and I wonder what you folks have to offer to them.

You see, this is one of the thirty percent that you aren't reaching. There are plenty of places like that. I think really, before you coordinate, you need to spread your gospel and do it, the first place of course I think, the most logical place is through your counseling of students. Then there are district NCEA meetings, held particularly through the fall, where you can, and always a section on guidance there where you can get some opportunities. But if you don't get to your administrators, you aren't going to have them very happy about students missing school, the Presbyterian ones, and you're not being fair to the Methodist because they don't have anywhere to go but I think this is important. And if you can get to the State Principal's meeting and State Superintendent's meeting, these are particular ones. Then, once you get this entree into the professional organizations, you have to learn about the particular programs that are offered before you can coordinate your work with them.

I still have a question as to whether, if you are going to continue with just the educational and vocational, it's going to have to be supplementary as it stands now. You're outnumbered in the state. It seems to me that there are a tremendous number of things you can do for the church itself. Your bringing them onto the campus, for instance, is a good recruiting program, not only for the church but for the college, and I don't think you ought to be ashamed of this at all. Just admit that this is one of the reasons you are bringing them here. This, later, is going to increase the amount of money that you have to spend for services within the Presbyterian Church.

Mr. Turner: That gets you into hot water with other synod institutions, for whom you're not recruiting ...

Dr. Taff: Well, your recruiting necessarily for Presbyterian churches, not necessarily for St. Andrews College. It isn't--you're supporting your church center in North Carolina here--but it isn't just St. Andrews' Center; it's the Presbyterian Center which is located at St. Andrews, it seems to me.

Mr. Evans: Last summer we did some experimenting in Texas. Our Guidance Center there is located at Austin College, seventy-five miles north of Dallas, which means that this Center is not accessible to many parts of the synod population centers. So we set up a month-long summer project in Corpus Christi and hoped to staff this, as we initially talked about it, with some competent high school counselors. It turned out that we didn't get to do this but the thing went off so well, that we realized that we could perhaps double the number of people the center served for a third of the cost. And here's a way that I think we can really work hand in glove with a few school people. And they in turn will spread the word about the kind of an opportunity this was for them as they move to an intensive kind of base with twenty-five students a month.

Dr. Taff: Right, I don't see any reason, and there may be reasons but I don't see any, why you couldn't have this as another way to employ your center staff here during the summer months by having meetings. It seems to me, let's say at a large Presbytery to bring them in there who are within commuting distance or overnight. You must have centers across the state where you could do this and take care of a lot of these people. I was trying to illustrate the distance problem with Hanging Dog a while ago for one thing and the rural ones that Kathryn's been talking about.

Dr. Sievers: Could I point out that as we visited, and ate breakfast and lunch together, why you had one idea. You know fertile ideas flow out of his mind and he doesn't remember them apparently, about the use of the dormitories during the summer time. Do you remember that one? You were talking about it.

Dr. Taff: Yes, bringing them here, both your vocational aides, your parents. You don't have your dormitories full here during the summer. These dormitories belong to the Presbyterians, I believe.

Mr. Evans: It depends on who you're talking with.

Dr. Taff: Right in here, in the summer time, and have them live on campus. And I suspect there are a good many parents who would be glad to take off part of their vacation time to come here, if they are good, staunch Presbyterians, and have been supporting this program, and come here and stay on campus for much less than they can stay at the Holiday Inn.

Dr. Johnson: Eighty-five percent of our incoming freshmen students each year come to what they call "summer counseling clinics"--three day clinics. They stay in the residence halls--now eighty-five percent that's more than 4,000 students, which means almost all of them are willing to come across country, take vacation time with their parents. The parents come and stay. We have an orientation session with the parents as well as the students. That's the only time they get together and I know this thing could be . . .

Dr. Davidson: I was going to say we do the same thing with our incoming freshmen and it's worked very well.

Dr. Taff: I don't see why this wouldn't be good just to extend it for a different purpose and change it just a little.

Dr. Feingold: I think that what you're saying is, that as you do this you make sure that you're supplementing, not supplanting school guidance services. Otherwise as you grow and develop, you'll get more and more people concerned. In my own judgment we get more counseling referrals from better qualified counseling systems. For example, in Philadelphia where we have a B.B.V.S. office with professional workers, about fifty percent of the intake comes from the colleges and high schools in Philadelphia. Philadelphia has a good school guidance system. I'm generalizing to a certain extent, but I think they don't regard us as a threat. Resources that you have to offer are really tremendous in the area. First of all, I agree with Clyde too about the vocational aide. There are many advantages for sub-professional workers in your membership groups. I feel you must involve people if you grow and develop. You have people as resource personnel, and I think it's one thing you may easily lose sight of. For example, in the schools, I don't see why you can't be involved in career conferences. We use our career advisors in a slightly different way. Incidentally, the ball has been taken away from us. We started compiling Human Resources Directories. I think this is something you may want to think about and we don't have time now to explore it in depth. We have 12-1,400 B'nai B'rith lodges and the same number of B'nai B'rith women's chapters. Through an inventory by type of work, we maintain a small core of people who are screened and these people are used as resource persons. For example, in Dallas alone, we have many attorneys. We have people in business, the skilled trades, and other occupations. They spend once or twice a month with a youngster. School systems love this sort of program. Our B'nai B'rith lodge in Milbourne, New Jersey, started a program. Milbourne now has made a Human Resources Directory for the entire community. So now a youngster, whether he wants to be a zoologist or a male nurse, there's a resource person in the field. You have the people. Certainly the schools can't feel that you're doing any harm. I see you have a library here; reliable information related to church vocations is most appropriate. I visited a large number of schools this past year. The weakness is in career information that is related to church vocations.

I would say that exhibits would be another thing that you might well participate in. I think participation in local professional meetings is helpful so that they know who you are. As Luther mentioned, I think you have to get administration to want this. I feel this almost has to be right from the beginning. Those people who exert a lot of influence must recognize what you're doing. I think a visit to a college campus can do an awful lot. In other words, it took only an hour for my tour of the campus here. I'll mention it a dozen times now. Just as I mentioned my favorable reaction after I visited Florida Presbyterian College. I imagine youngsters have gone there based on my being tremendously impressed during a four-day stay. There might well be a newsletter coming out of this Center from time to time directed to the schools and saying what facilities you have available. It's a little bit different than what they're doing. Otherwise people may get so defensive that they're not your ally but they may regard you as a threat.

On the dormitory idea, we've been doing this too. We go in during the summer months and take young people on to the college campus. It's very inexpensive. I feel that you've got to continue to wisely use your resources. Let's keep on pointing out that you're supplementing and complementing. Then I think things will fall into place. I do think what you're mentioning is really critical at this point. Present the image you want of your Presbyterian Guidance Program.

Then while I'm on my feet, one more thing, Frank, about what you said, that I'd like to use for ammunition when I get back to Washington if I may quote you. In other words, you're referring to the Presbyterian Guidance Center as being unique. I would agree. You felt that even if the counselor-student ratio went down to 1 to 100 in public school counseling there would probably still be a need for this Center. I would say that I don't even know of any research that has shown me that where we constantly say a counselor-counselee relationship of 1 to 250 or 1 to 100, whether that's really the golden number. The longer I'm in the field, the more I'm convinced we're going to have to continue to go even lower in counselor-counselee relationship if we're going to work effectively with people. Don't get worried that our work is going to be over.

Dr. Sievers: For instance, in Detroit, you would know about this, Walt, they launched a program upon juvenile delinquency 1 to 50 and they still found it wasn't adequate in their estimation, you see. I don't think we have to worry about it, not the numbers racket at all.

Mr. Evans: I don't know how many people have said this to me, but a number have, that the mechanism of the aide is one of the few places where the church has learned how to bridge the generation gap. That is, that this by itself, is one of the few viable handles that the church has for bridging the greater than one generation gap between the generations. And I think from this perspective it is quite a significant thing.

Dr. Sievers: Would these visits that Luther is talking about forestall this item that was mentioned last night, that worried me a little bit, about thinking of this center establishing some sub-centers throughout the state? I could see a watering down of your kind of service and so on. Or like moving into Asheville as someone was talking of. I believe one of you mentioned this type of thing. In other words, continue the quality program without the watering down or proliferation that we might see there.

Dr. Cockrum: What John was talking about was the Texas situation. That is my home state and I was involved in that project too. The problem there is distance, because we have our South Texas country, for example, which involves a 500-mile trip one way to get some counselees to the center there. That is a long way to go.

Dr. Johnson: I think there is one other factor that we can't do anything about. I don't know if it's necessary, but we can't ignore it, on this Center and public school relationship. If I were to hazard a guess in terms of the kinds of people you get into a center like this for guidance, probably 30% of them come in and get reinforcement of things that they got in the public school. Now, this is both good and bad. It gives them reassurance but I would wager that there are a number of them that come and get the same kind of thing because they want to be sure that it comes from a little more of a prestigeous place. I'm sure there are some parents that feel this way.

Dr. Beard: Well, about this coordination with the school as a whole. It seems to me, as I remember Logan's doing a history of this movement, that there were several gaps that have never been effectively dealt with by the church. One had to do with the adherence of some of the ministers and that in some of the finest of the churches where there were so many young people. The second seems to me, as I recall it, to lie in the inability or the lack of having done so in the church to identify its key people in relation to the aides. In a place like Charlottesville, say, many of the people who belong to the Presbyterian Church also have community responsibilities, some of them are councilmen, some are on the school board. The whole question of coordination, if you're careful in selecting key people and getting these key people to work together, could be minimized and made much simpler and easier if you had lines of communication open through the sources which you have available. Now this requires somebody with time and interest enough to investigate what these are and then get these people together to see how each can aid the other in making this accomplishment. Because almost all school people that I deal with through our counselor education program are genuinely interested in any kind of assistance they can get either through referral or through supplementation. They find themselves with their task, say of one counselor to 350 students (sometimes it's a lot worse than that) helpless when a young person needs a little bit more attention than they generally can provide. So that I believe that, unless there's some obstacle in the way which could be removed by understanding, almost all of these people are only too anxious to cooperate. Well, one of the things that we encounter in a university town, and I would hope that wouldn't be quite so strongly pronounced in a college town, is the seeming antagonism that we run into between town and gown.

Dr. Davidson: We haven't been here long enough to develop that, but give us a little more time, I think we can produce some.

Dr. Beard: We have to actually work very actively to try to overcome this.

Dr. Davidson: People here still seem to think that the college is a good thing to have, you know, they worked so hard to get it they haven't gotten over that feeling.

Dr. Beard: But if you recognize that this problem is there, you can take some steps. We hope that we're making some progress there now in Charlottesville after a good many years. For one thing, I don't know whether this is true generally about Presbyterians, but they often are, they often include in their church, large numbers of the power structure of the community. And it would seem to me that, out of proportion to their numbers, it would seem to me that careful coordination at the church level would minimize this supplementation aspect, coordination aspect. I don't think it's often done. It seems to me that one of your great problems is finding aides and keeping them on the job. Now one of the situations may be something that came up here a time or two this morning. I think Frank said he didn't want to get involved with it for more than two months because he's got other obligations and responsibilities. And he's willing to devote some time, but he can't make it a general commitment over a long period of time. Careful utilization of these people so that no one is unduly put upon would also be a coordinating factor within the church itself, as I see it.

Now, I know for certain when you're talking about people getting exposure, Dal Smith and Logan Cockrum during the ten years that I've been here, that I've been in Virginia, went to every possible guidance meeting, including national meetings; you'd always find them right there. And they participated actively in the expansion of the Virginia Personnel and Guidance Association. They spoke at these meetings. So I wouldn't think that Logan is going to change his colors because he's down here in North Carolina. So I know that he will do that, and that's a good start, but you must go beyond this, of course. And I still think that your primary strength in this lies in what the church does in the local community. And you people here, then, in the center are the recipients of the value which comes from this work in the immediate community. And that you can't go too far past what they're willing to do themselves to make this a successful venture.

Dr. Davidson: Logan, I've got another kind of question that's very much related to this. I've always wanted to know how similar what we do here is to what a good high school guidance counselor is doing. Maybe Kathryn can tell us that. We implied in a number of comments that there are similarities and differences. Can we explore that concretely enough so we'll know really whether this is . . .

GUIDANCE SERVICES IN NORTH CAROLINA

Miss Kathryn Ray, State Supervisor
Guidance Services
North Carolina Department
of Public Instruction

Kathryn Ray: In North Carolina you have the public high school counselors working with, I would say at very best, 600 students each. This counseling would involve them in the testing program in their schools in some capacity--hopefully in planning and coordinating with testing in the earlier grades--and also in providing additional testing, beyond those tests that are administered to large groups of students, as related to the interests and abilities that the student has discovered. Counselors would probably have information about that student from a questionnaire at each grade level. They probably would have access to an autobiography written by that student during the junior high or early senior high period. A counselor usually would go to the home room and talk with students about what the guidance services had to offer and then invite the students in for certain types of group discussions, maybe with a person from the community who will come in to discuss a career. The students could choose to come or not come. Therefore we would not see, or have any assurance, that every student would get in on group discussions of this sort. In addition, early in high school, ninth and tenth grade (depending on the school structure or combination of grades in the school), the counselor would do some tentative educational planning with the student. The high school testing program would include one intelligence test at least. And more and more programs are beginning to include aptitudes (D.A.T.); the G.A.T.B. is usually administered to seniors going to work. They've pushed that program back now into the eleventh grade and made it possible to meet with all students in school, for the teachers or counselor to administer these tests, or a selective number of teachers, and for the results to be available to the school. Probably most of the students in North Carolina will have had a Kuder sometime during their time in high school or perhaps junior high school.

There are many from the Air Force and Navy coming to the schools. Students will have taken preliminary college entrance (P.S.A.T.). Most, in some schools all students, take the National Merit Scholarship Qualifying Test. Most college-bound juniors take the S.A.T. and also quite a few of the achievement tests, depending on whether they are applying for early decision or not. We neglect the non-college-bound student seriously, sadly. We provide afternoon sessions for many students, and sometimes, I mentioned this before, the all-day sessions. This student, each student in the school, we hope, will see the counselor at least once during the year for a brief interview.

Dr. Davidson: Every year?

Kathryn Ray: We hope. This is the ideal; we don't always achieve this. We run into problems such as these--some students carry six subjects and have no study hall and we do not infringe upon classrooms. They can't be taken out of classes. However, the guidance offices are open before and after school and at lunch time and in this way sometimes we do see students.

Dr. Taff: Kathryn, there are a few school systems that will allow them to go out. This is at the local level that they're taking six classes and they want to see the counselor and with permission can get to see the counselor.

Kathryn Ray: I did work in a situation like that, where there were no study halls and I could see the students. And then the next situation I got into there were study halls, and I could only see the students during study hall. And I found it really more difficult than the former situation. Now those students who have problems, usually they're seen immediately. The more aggressive students, the college-bound students are more likely to be seen. They know what, they have some pretty good ideas when they need help, and they come in and ask for it. And, as far as a nice, clean, simple pattern that is followed everywhere, I can say there is no such animal.

Dr. Taff: Thank goodness.

Kathryn Ray: Yes, I really couldn't say that there is any one procedure that prevails all the way across North Carolina unless, of course, it is that we deal with the students who have problems. I think that might be the one thing.

Dr. Davidson: Well, now as you see our situation, what do we do that you all aren't doing? Or have you looked at it from that point of view?

Kathryn Ray: Well, I have been trying to get the whole thing into focus, and I really think there is a bit of redundancy in the two programs. I think we need to dialogue these. You talk about bringing in the people in the summer, for instance; I think that is very fine. I also think that people who can't get in during the summer programs maybe can be reached by going out to them and finding some area needs. This is what we've been doing in the State Department. We've found that statewide, that statewide meetings eliminate some people just from the standpoint of geography. You know Asheville, Hanging Dog, is pretty far to come for a guidance meeting too. And so we try to go to them now and take the information that we think would be helpful in our inservice programs. So this maybe is something to think about.

Mr. Lacklen: Kathryn, isn't there a difference in intensity? For instance, I have a boy who was a senior at Page High School last year, and the counselor didn't even know who he was, so at the end of his senior year, and he came down here and went through this place, and he got treatment here that he couldn't get. They just don't have enough counselors to go around and the treatment is so light, so spasmodic, and what you do here is you get the intensity that you can't get.

Dr. Feingold: Isn't there a difference here? I can't speak for North Carolina. If the counselor-counselee ratio is one to six hundred or higher as it is in some states, take the school year and the time that would be available. . . . There seems to be little doubt that you're putting in, even on your two days plus the services of the vocational aide, a tremendous amount of time and effort that the school can't. Some school systems cannot spend an hour with each youngster. There isn't time. So that, here alone would be a difference. I also think the thrust would be different. Certainly you're not going to have the same emphasis or pattern in the school system no matter where it is. So I think that some of the tests and the like might be the same. I would assume that the orientation and everything else would be different enough. I wouldn't be worried that anyone can say there is any duplication. There is a certain amount that has to be in counseling, but in the main I would say that the Presbyterian Guidance Centers are not duplicating. They are not repeating in essence what most school systems are doing.

Dr. Taff: I was concerned. I asked the question this morning, "How much time do you have for counseling these students once they get here?" Each individual student? I think we talked in terms of the total, but for each student approximately how much time do you have here to spend with him in counseling, not the testing and not the orientation, but the actual counseling?

Dr. Cockrum: I'll come to this in a round-about-way. As Kathryn said, the problem is redundancy, particularly, I think, in the testing area. We send out this Secondary Form and School Record to the schools. We ask the aide or one representative from each church - so that they won't be swamped with people coming to the school - to take these forms to the school counselor and explain what's going on and have the secondary school forms and test results sent directly from the school counselor to us. This indicates the test results on tests that have been given there. Too often we don't get anything back but grades. These youngsters may have had a tremendous testing program but it does not show on the record we get. And then we ask the kids carefully, for example, when they get here, "Have you ever had a Kuder?" "Kuder, what's that"? We tell them what it is and they say, "Yes, we've had that." How do you find out what they have had? They don't remember the tests by name.

Mr. Lacklen: It's often easier to get it from the child again than it is to find the record.

Dr. Feingold: You're so right.

Mr. Lacklen: That's an old trick in testing to get it again; it's a lot easier.

Dr. Taff: There's some logic to that. The tests just aren't reliable enough to begin with; so, after one testing, let's do it again.

Dr. Cockrum: We may receive a school record with the student's test results indicated for some years, and this is good. If we find this youngster has had a wonderful testing program, then we spend a lot of time counseling. Or if we find they've had little or nothing in the way of measurement, then we want more than one measure. We don't want to be test-happy but we want a few measures to work with. What we try to do is to have an orientation, in-take counseling period with each student. This may take half an hour, it may take an hour depending on the situation. Then we have a testing program geared to the individual in terms of the in-take interview. Then we may come back in the afternoon for another half hour or hour, and so on. I would say, three or four hours total in the two-day period.

Mr. Lindley: There is a difference here too, and I'd like to ask Kathryn about this. I would gather the impression that everything that's done in a Center like this has some relationship to the integral part of counseling. Now, many of the activities that are carried on in schools, although the elements are the same, are not related necessarily per se to counseling. For example, tests are given quite frequently, and frequently they're never gone over in conjunction with other information relating to counseling. Is this not correct?

Kathryn Ray: This is true.

Mr. Lindley: So that you have a slightly different approach in this whole area.

Mr. Lacklen: I think it's a very natural thing too. The ones who get adequate counseling at the school don't come here so you've got a selection.

Mr. Lindley: That's correct.

Mr. Lacklen: I think that's the last thing you should worry about is redundancy or repetition.

Dr. Beard: Well, I think the psychological factor too of getting yourself ready for a trip that's a duration of a couple of days with a particular point in mind helps set the mind in that direction and there would be more thinking come out of this than would be true of just a routine kind of thing in the school situation.

Dr. Cockrum: We're impressed by the very serious attitude of many of these youngsters. They're here to do a job and they do a job.

Mr. Lacklen: You've got a selection factor where they wouldn't go to all the trouble to get here unless they were really serious about it.

Dr. Sievers: In this fear of duplication, I do think we're chasing a "hanging dog" not a "dead dog," because let's assume that there is a ratio of one to three hundred in the public school, let's assume a five-period day of an hour each, that's 300 minutes. That means that the youngster on an average, if each one of them were treated alike would have one minute a day of the counselor's time. Now that ratio you see, it's getting back to what you said Norm, it's unrealistic to begin with. So one minute a day, true maybe they only have two hours here, but that counts up compared to one minute a day on an average, and they don't do it that way, you understand. You don't run them in and out, one minute at a time.

Dr. Johnson: I don't think we should gloss over the fact that there is duplication. I think there is. I think it is inevitable, sometimes unfortunate. But there is one factor that makes a difference and that is that the expectation the individual has when he comes here often times is quite different. Now he may get the same level of counselor, the same kind of treatment, but it's a different setting and his expectation when he gets here will cause him to have a different mind-set, as Dick says, and cause him to zero in on this experience. We find this, I think we've got some pretty good counselors around our Lansing, East Lansing area, and yet we have every term, every quarter, two to four hundred students coming in for practicum, to be worked on by our practicum students in counseling from the schools, incidentally, excused from classes and everything; brought in because the people in the schools feel this is probably worth a little more than just going to class that day.

Dr. Taff: Well, isn't it because - the counselors are doing a good job in the school.

Dr. Johnson: Sure, this is part of it, but in spite of the fact that the people who are going to work with these students are less well qualified than the counselors who would work with them in the school, they can sometimes do a lot more with the students simply because it's a different setting. And so there is a real important psychological factor that could obviate a lot of the duplication factor which I still think is too bad.

Dr. Taff: It really, in a sense, is not duplication because they're experiencing an entirely different approach. Even if they have the same test, it's not the same experience.

Dr. Cockrum: We find one of our problems is getting these young people released from school.

Dr. Taff: This is why you have to work on the administrators.

Dr. Johnson: This is public relations.

Dr. Cockrum: What we discover is, going back to what Walt was pointing out in relation to different setting, these young people come here and they don't feel we're authority figures. They do feel, sometimes, in their schools. . . as the counselors say, "When they put me on as monitor in the hall, how's the kid going to differentiate this role from the counseling role? These kids sometimes don't make a differentiation, they see me as an authority figure."

Kathryn Ray: We're working on that, too.

I think there are just a couple of things I want to say. First of all, we spend most of our time counseling seniors. This I have discovered in looking around and talking with counselors, and that seems to be where your interest lies too. I wonder if all of us shouldn't start at another age group, with ninth and tenth graders. I don't know, this would require a great deal of thinking as to just what to do, but I feel that usually it will . . . well, we have here a list of North Carolina colleges, this is a wonderful list. It includes all the community colleges and all the other colleges in North Carolina and we mail it each year in February to seniors. And I ask, "Why?" each year, and I think . . . juniors could use it, or tenth graders. I think this is where everything should be starting and another thing that I feel a service you all could render that we don't do a good job of, and someone certainly needs to, and that is helping parents. Parents have their stereotype ideas about work and jobs and I think that if you could get parents and students down here together and plan, maybe different things, certain things that maybe would help parents gain some insight into giving the children, maybe, a little more freedom to choose what they want to do with their future. I, as a counselor, found that this was one thing that was awfully hard to deal with sometimes. That the child's interest and aptitudes seem to lie in some other area and getting acceptance for him as he saw himself was very difficult. So I don't know how you can work this into the sort of program that Dr. Taff was talking about in bringing people on campus. It seems that this would be worth some consideration.

Now as far as counselors being designated, I want to make this point too. We don't know how the counselors are employed in North Carolina. All we know is why they are and we talk to them about how they perform and not about any other source that they have regardless of how the counselor is employed, whether by the local unit, or by ESEA funds, NDEA funds or one to fifteen as conditional teachers in fifteen teacher schools. We are only concerned about the level of certification and personal qualifications and the kind of program that's going on in the school. Another thing, there is a lot of guidance going on in the schools by other than the counselor and we want more of that so, the counselor has one type of service and also makes a good resource person.

I just wanted to say that rural North Carolina and metropolitan North Carolina are very different and also that eastern North Carolina and western North Carolina are decidedly different, population patterns, just a number of things about them, and that the small area is more likely to be an isolated area. Down around the coast you drive a long distance between points, and those kids have a narrow exposure. This is something that you might think about as you work with them. Your Piedmont Crescent from Raleigh up by Winston-Salem and down to Charlotte gives you an entirely different group of children. These kids are sophisticated. You put them into a group with some students from the far east or far western part of the state and they're as different as if you had college seniors and high school sophomores put together. They seem, their ways are different, there's much divergence. It doesn't mean that potential isn't there, but it means that you have to work with them in different ways and they have fewer parents who are college graduates, there's less money, more likelihood that they'll need scholarships, that you will have to explore considerably more with them, less likelihood that their parents will have already been involved in the decisions that they make. And this isolation is not going to be given up as readily as we'd like it to be because consolidation always brings them out of water too. So these situations are changing gradually, but they certainly aren't done away with. And this neighbor of the Hanging Dog people, these Natahalia people, just as a matter of interest, the Natahalia School does not have a telephone. They can't get wires up there. And the counselor can't get in during the snow, they have to wait until the spring to thaw. And they have a fine counselor in that county too, a very competent person, but she just can't get up to the school all the time.

The counselors are a little different too. In the outlying areas you'll find the counselors work part-time more than likely, or she works full-time, or he works full-time, but it's in two or three schools and some of these people have less training, but they know the communities better and they may be a little more likely to know all the kids in the school. Chances are they've taken an outstanding teacher very much interested in students and put this person into a counseling position and if a person goes to school six hours a year they don't lose accreditation and everyone wants to be accredited, of course. You'll find that there are fewer community agencies in your far, extreme areas of the state, you'll find that the curriculum in a community or in the school is narrow. You'll find that the children are less likely to go far away from home but that they will leave the home base, they want to get out of this little town they've been in. They have less awareness of the potential of the world of work, even eventually. But interestingly enough as I travel I find that when there's a highly rural county next to a county with at least one large city in it, that the businesses in this county will employ, in the urban areas, will employ students from the county schools in preference to the students from the city schools in which the emphasis may have been too high. This is very interesting. . . .

Mr. Lacklen: They're more dependable.

Dr. Johnson: A different value system.

Kathryn Ray: That's right.

Dr. Taff: They're more obedient.

Kathryn Ray: And they're not afraid of work.

Mr. Lacklen: Kathryn, you brought up something that seems to me to be very important. As I understand it, only half of the students finish high school in North Carolina, so if you wait until the twelfth grade you probably missed almost half of the population you should be counseling. And secondly, I've also heard from the educators here that once they're in the twelfth grade they're committed to go on, or not and you can very seldom change the course of an individual's . . . whether he's going to go to college or what he's going to do vocationally once he hits the twelfth grade he's pretty well committed. He's not prepared to go on to college, he hasn't thought about it, so that you're probably missing over half of your population if you wait until the twelfth grade, and maybe nine-tenths of it is already committed. Now, true, I guess about . . . I don't know what the average that finish high school that go on to college is. It looks better than it really is since half of them don't finish high school.

Dr. Johnson: It's about forty-three percent.

Mr. Lacklen: Forty-three percent of those, so it's forty-three percent of half, so this cuts down the number. It looks to me as though your counseling misses most of the population in the state, if you wait until the twelfth grade.

Kathryn Ray: This is where we get the big elementary guidance movement. We think we're going to get these children with some vocational exploration to kill some of these old stereotypes about work and build some positive attitudes toward. . . .

Mr. Lacklen: I also feel most of them wouldn't go on if they thought they had a chance. They don't think they've got a chance so they never think about it.

Kathryn Ray: In the testing programs the city systems are much more comprehensive than the ones in the areas outside. They are more frequently revising and there's more money to buy tests and generally speaking the counselors know more about testing and it's more likely to be a coordinative program of testing kindergarten or one through twelve than in your outlying areas. If the counselor can't get up there because of mud, there's not a lot she can do about a testing program or anything else and I guess. . . .

Dr. Johnson: How much out-migration would there be from rural areas to the urban areas at the present time? The rate differs in different states but . . . for example, in our upper peninsula nine-tenths of the kids that graduate from high school will have to leave the community because there's no place for them to make a living, and they go to the urban areas.

Kathryn Ray: There is something like this happening in North Carolina. I visited an area last week and they said very few of the students will stay.

Mr. Lacklen: That doesn't make sense unless the farming efficiency is growing so rapidly.

Dr. Johnson: That's what's happening.

Kathryn Ray: They want to earn more than a hand does.

Dr. Sievers: Isn't North Carolina one of the three states with the largest young population? Secondary education age, and this makes a real difference. Here's a real problem.

Mr. Turner: Even where you have industry, I can debate that. Now Boone has a plant and they say the young people all leave there because the older people have seniority rights in the labor union and they can't get jobs.

Dr. Taff: Automation cuts down. . . .

Dr. Cockrum: One reason we asked you this question, Kathryn, was in relation to a problem in the program as a whole - looking at all twelve centers, and I've worked with them for seven years - Center Directors kept saying, "We seem to be serving mainly people from the city, mainly college-bound people." Now here in North Carolina this doesn't seem to be quite as evident, we are getting a lot from small towns. . . .

Dr. Johnson: Your location helps.

Dr. Cockrum: This is one question I wanted to ask.

Mr. Lacklen: What's your average level, twelfth grade level?

Dr. Cockrum: No. . . .

Mr. Lacklen: I mean the people that come. . . .

Dr. Cockrum: It's eleventh graders.

Mr. Lacklen: Eleventh graders, primarily. . . .

Dr. Cockrum: They can come back as seniors. The problem we wanted to bring out, and we appreciate Kathryn helping us think through this, is, "What can we do for the non-college-bound from the smaller towns?" How can we work with these people? Just the thing of testing them, so much of testing is oriented toward the college-bound. But take the G.A.T.B., what. . . or how can we use this, or can we? Is there anywhere close by small towns where these kids could pick this experience up in North Carolina?

Kathryn Ray: Well, they have the same problem with the G.A.T.B. as they do with getting help from community agencies in general. The Employment Security Commission office is usually pretty far away and some of them will make special efforts if there is a Director of Guidance particularly, this person will make a special effort, but if it's a little county with not much money and a couple of itinerate counselors, there just might not be time.

Dr. Cockrum: This is what we're facing too. I found a letter in the file two or three years ago asking the people in Raleigh if we could give this test here because of these people in the small communities near us. And two or three years ago the reply was, "No, send them to Raleigh." These people won't go to Raleigh.

Dr. Sievers: That's been changed now.

Dr. Taff: You can do it now.

Dr. Cockrum: That's the question I wanted to ask because we feel that we could serve these people if we had something. . . .

Kathryn Ray: Yes, as of this year. Test results. . . .

Dr. Taff: Oh, yes, they've changed considerably.

Dr. Sievers: The G.A.T.B. can be bought commercially, too. I forget what company that is, but it can be bought commercially.

Dr. Beard: What test is that?

Dr. Sievers: General Aptitude Test Battery, we call it G.A.T.B. It's a test developed by the Bureau of Employment Security, Department of Labor.

Mr. Evans: There's a larger question about public relationships here. I feel that the church at large, and not just the Presbyterian Church, has a charge laid upon it to become the public advocate of highly desirable causes. Now I would like those of you who are in this public world of values to say what we could do as a church public to become advocates of the expansion of the best of guidance. If we are serious about our business of informing Christians who are citizens, we need to speak clearly about specific things like guidance services.

Dr. Cockrum: There's a film strip APGA put out on school counselors and counseling to explain their work to the public. This is the kind of thing we want to pull in and use in these public conferences that we have. What does a guidance counselor do?

Mr. Evans: How does a church really become advocate for what's best for the common good? How do we become advocates for what is best in the world of guidance? We've got channels of communication and monthly magazines like The Survey. We may have an article in there on the Presbyterian Guidance Program but we've got a larger responsibility.

Dr. Taff: Will you survive if you don't have a larger responsibility?

THIRD AREA FOR CONSIDERATION

TOPIC: Future Expansion of Program Services

PURPOSE: To provide the Presbyterian Guidance Program leaders ideas on how to meet an age of change with dynamic services.

CONSULTANTS: Dr. Walter F. Johnson
Professor of Education
College of Education
Michigan State University

Mr. Robert J. Lacklen
Director
Creativity Research Institute
The Richardson Foundation, Inc.

PROGRAM DIRECTIONS IN THE FUTURE

Dr. Walter F. Johnson, Professor of Education
College of Education
Michigan State University

Well, I'll make mine short for very obvious reasons. When you're telling tall tales the very first liar hasn't got a chance, and when you're on a panel, the last speaker hasn't got a chance, everything has already been said.

Clyde took us up to 1980 and this is pretty far in the future. I'll just have to go with George Orwell and go to 1984, I guess. Well, the first point - that a lot of this that I'm going to comment on here has already been said. I've got a couple of new things, different things, and at least the first ten or fifteen points here are things that I wrote down before I came, so you'll have to forgive me for duplication.

Maybe in the way of summary we'll just go back through the kinds of things we've been talking about today. But in the way of having a rationale for having a kind of program like this one, none of them I think, is the point I was making here--that the church isn't just a spiritual institution; it has social and community roles, and if there are social and community roles that are appropriate, these need to be examined. What are the appropriate ones? Certainly if you believe what you say in here about the relationship between work and other aspects of one's life - physical, spiritual, mental and the whole works - then I think the church has a proper concern about this aspect.

Regarding the whole matter of interrelatedness in daily work and the total life of the individual, the more we know about mental hygiene and human behavior, the more we know about the fact that these are highly interrelated and I think that they will be even more so in the future. This might seem contradictory, I think, that in the past not only were they very important, but you could see them clearly for what they were for their own sake and today with greater leisure and greater complexity and everything else, we have to see the interrelatedness of all aspects of human life. And for this reason again, I think that there should be a greater concern rather than a lesser concern. I think that this church education thing should include vocational life as well as the other things.

Then, in our very complex society, which is seemingly very confusing, the church I suspect can provide, or does to some extent at least, provide some kind of solid foundation, if you will, in terms of the system of values and all the other things that are pressed upon the growing individual. Where there can be, and I'm not saying that there is, but there can be a little bit more of a sense of security and continuity with everything around being so violent, dynamic. Of course even here, the whole system of church values can sometimes, and is sometimes being challenged; so unless this growing individual can see himself in relation to a lot of things including church, I think it is pretty hard for him to really examine what he should believe and what he shouldn't.

I think another point, as we look into the future, is that we are going to have to provide more help and wiser use of leisure time. Now this is just a little side effect, but I think that it's important.

Another factor that is going to be extremely important, but I don't know whether it's the appropriate role of the church - however, I don't think that it can be ignored as one of the dynamic factors in the people who make up the church body, and I'm talking about the church in the broad sense here - is that there's going to be a lot of vocational upsettedness, if I may put it in a kind of vernacular. There will be a tremendous number of individuals who have to go in for job retraining. New technology renders vocations obsolete, I don't need to tell you men involved in church work that you get involved with adults who have failed in their businesses, who find themselves without a vocation. I don't know who should be doing this, but I'm merely submitting that you get caught up in this kind of thing inevitably. And I think that there is going to be more of this rather than less. We're going to have a lot of older adults, I mean not only the real old ones, but older adults who need some vocational counseling. We're going to have a lot more displaced adults in the future and displacement creates some insecurities which then carries them back to whatever they consider to be the most stable of the institutions that they are involved with and so on. And here I'm going to call a spade a spade: if a person is a part of the church he recognizes that this is one of his stable institutions. Now in this connection I think that you've already made a commitment, but I bring this out, at any rate, for what it's worth - when you do get involved with this whole vocational matrix you either take account of the total range of this and make some attempt to deal with it in your total church program or you have to decide where you want to put your emphasis. I would say at the present time, it would seem apparent that you're putting your emphasis on youth and from this standpoint of things we're dealing with here, secondary youth. I don't know whether this is going to be the emphasis that you need in the future. In the best of all possible worlds, if we get better counseling programs going at the secondary level, maybe you'd continue to want to do them, and I think this was the general consensus here. On the other hand, there may have to be somewhere, sometime some concerns about these other things in the social role of the church.

There was mentioned somewhere the increasing need for counseling college students and certainly in your own Presbyterian colleges you can't ignore this fact. Now, whether the centers do it or somebody else does it, this is going to have to be done. And we do this not just for vocational purposes and educational purposes, which are very important, but also personal. But among these things there is a tremendous amount of vocational choice changing, which brings up a point that's going to be seemingly contradictory with what Kathryn said - that maybe we ought to start earlier. I agree with your very nice logical rationale that we need to start earlier because we lose them before they get to the twelfth grade. But we need to start earlier on what? On what kind of counseling? The old stereotype counseling was vocational choice making, as some of you said. Get that, pick that choice and stick with it, and I don't think that this is the role of vocational counseling at this level, or even at the junior level in high school. The important function is to help the individual learn to understand himself, a little bit about the world of work, to get some idea about how he's going to approach the choice-making process. You could work more on the making of choices - "How do I go about analyzing, how do I go about making a choice?" I think I would feel more comfortable than trying to assess an individual and saying you ought to be an engineer, you ought to be a mathematician or a geographer of whatever. In fact, I would be uncomfortable if you did that.

We know that the more we know about vocational guidance - I'm in your field now, Norman, you'll have to contradict me - the more we know about the importance of deferring vocational choice, specific vocational choice making. I think we've learned this the hard way in colleges, for example, when we force people to make a choice, a curricular choice, and then we find a tremendous - if there is any freedom at all - a tremendous amount of changing. Over in England at the University of Keele they tried this. I was over there about three years ago, and they thought they would just relent a little bit because we force everybody in on a scholarship program into taking a major, to declare a major, and then stick with it. They said, "Well, we'll give them one year of general education and then let them change." Seventy-four percent of the students changed their major, and they just absolutely were appalled; they just couldn't believe it when it happened. Well, all I'm saying, and I know we had this happen at our place at one time, and I've laughed about it ever since - trying to force everybody to make a choice rather than keep on what I call a "non-pref."

It's not bad to have no preference as long as you understand the process by which you will arrive at what you're finally going to come to. So I would like to see the emphasis in this on this matter of the approach we get, and I'm sure you're doing this; but I want to emphasize that point. So then, I will seemingly contradict myself by saying, yes, I think we need to start younger for the very reason that has been raised here. We need to get them where we can get them to at least begin to open their eyes. But the process of counseling, as Clyde or somebody has said earlier, may very well change. The way we're going to be doing counseling is going to have to change. I think we're going to have to be open to this.

I want to slip to another one here that's in a little different dimension. Going back to the social role and community responsibility of the churches aside from the purely spiritual. In many, many communities and in many church congregations, who is the person who does more counseling with the adults in his congregation than anybody else? It's the minister, the pastor, the rabbi, or the priest. He's the person they come to and often times he is ill-equipped to deal with temporal, secular problems. And we've witnessed in the last ten years a tremendous number of clergymen going in to get training in counseling and so forth because of the awareness of this inadequacy. I'm sure you also get a lot of this, Luther and Dick.

Now I want to put this out, but I don't think that you're going to like it: there is - there would be, a golden opportunity for the kind of internship activity that would be very helpful to these people, to be able to work at a center like this for their practicum. Luther could send these people over here and Dick could send some of the pastors to the other centers. This might be very useful; it would accomplish a lot of things. It would help them to develop their counseling skills, which I think is desperately needed because it is more than fatherly advice and these young pastors, many times, haven't had as broad a secular experience as the people they're dealing with, and yet they've got to deal with these problems. But it would also give them some good knowledge of how you work and give you a much more intelligent basis upon which to develop your guide program and this sort of thing.

Dr. Taff: Walter, would you include the seminary students in?

Dr. Johnson: Oh, I'll talk on the seminary as one point. See, the real question I have is that I don't believe that we can do all of this in the seminary. I think if the seminary student could get this it would be great and maybe this would accomplish it, because after the pastor gets out he can't get to break away. But he may not be as fully aware of how really significant this problem is until he gets on the job, as it were. Nevertheless, I don't know that this can be done in seminaries; that's what I'm saying. But if the seminary student could get a period of time as part of his internship or something, this I think would be a very real help. I'm quite concerned about the fact that there are so many ministers, clergymen, in such extremely significant roles that are forced upon them and we don't do anything for them really; we don't consciously give them very much help; we have to kind of fight them off.

We started a program at our place because one of our men was an ordained minister. We didn't advertise it - we didn't dare - we'd have had a seminary going there pretty soon we'd have had so many. And we've had, because of their sheer numbers, to literally fight them off. I think, you know many times the argument is that because we're a state university we don't have an obligation, since this is a religious affair. I don't think it is a good argument; I think that this is another social responsibility that I'm talking about. I don't care about the spiritual or religious side of it; I think it's the social side that I'm concerned with.

Dr. Beard: I agree with you, but we do have a problem with our graduate staff on that point.

Dr. Johnson: We do too; I'm just telling you what I'm faced with. Then another point - but this has been talked about, so I'll just hit it very briefly. What has been done in evaluating the work of the center? I don't think that I'm quite ready to go as far as Clyde in setting up esoteric research projects. I don't think that you exist for that purpose. I think it would be nice, and I would be in agreement with it, but I think the practical thing is that we've got to build in some evaluation. I'm not saying that you haven't because I'm sure you do, so I'm talking right off the top of my head. But we can easily drift, almost unobtrusively, into certain kinds of emphases and certain kinds of voids, and leave certain kinds of voids, by not stopping and taking a look at what's going on. And, of course, with your multiple number of centers, I think there needs to be greater communication. The kind of thing that Norman's doing with his group is the kind of thing you probably may grow into, or Dallas Smith might, to some extent. But there has to be some inter-communication. I think in this connection also - you see it bothered me a little bit last night, and yet I know it's a reality - but you said, "We're actually serving 125 out of 600 or so congregations." Well, you can't be very comfortable, you see, and yet I know that you're never going to be big enough to serve them all. But there ought to be some way to provide the opportunity for a broader participation.

I don't know the answer, I just know the questions - I'm good at questions - but at least somehow or other we ought to try and make it possible for those who are eligible.

In this connection, of course, I would raise a very real question, and I don't know anything about it, but I'd want to evaluate it. Are we serving the people we should serve, are we serving the clientele that should be served? If they're coming from the urban centers and the better guidance programs and they're coming because the good counselors there are more aware of what can be done, you're doing a good service, a very important one. But how about the people that aren't getting any help. So we have to raise this question, "Whom are you trying to serve?" And, "Is this the group that you should be serving?" Is there some justification for a selfish point of view in what you finally decide on? Well, I think that there is. I don't think you can serve everybody. You can't be all things to all people at all times. You have to make a decision and stick with it, and this is a hard decision sometimes. In spite of this, that doesn't obviate the fact that you can serve others on a limited basis. But you've got to decide where you want to put your emphasis and where it's going to - and I will say this very honestly - where it's going to serve the best interests of the Presbyterian Church, because after all, that's what you're a part of. You do have a selfish purpose. It isn't just to be magnanimous to all human kind; it's also to enhance the Presbyterian Church, I would guess.

Another point: Keep flexible! Well, we've already talked about that so I won't comment on that. But there has to be a readiness, propensity for change where change is indicated and yet not change for the sake of change.

The next question is related to something that we've already talked about. "Is there too much emphasis on the college-bound, and the middle income group"? The very fact that you're set up the way that you are will automatically encourage the people who are already being served, or can find ways of being served in other ways, to a greater extent than some of the others who don't understand, or who might need to be served. You may want to criticize me for this. The emphasis on the college-bound is a very real one, a very real question. The mass of your membership will be non-college bound by virtue of the statistics that have been given here. So you are serving, just as the public schools are spending most of our time serving, the kids who are already going to have a more favorable opportunity. I don't know the answer to this - the site may have a bearing and yet in spite of Norman's situation being a little different because they are uniquely set up in a community-wide basis and have a little better opportunity. I don't know what you would turn to, you see. So you may have to stay with your sites. This is something that we can talk about some more.

There are a lot of things, of course, that I think you'll be changing in the future. When we develop information retrieval systems on a national basis, you could subscribe and do these things that I think were discussed earlier.

A point that we hinted at, but didn't spend much time on: We'd like to see some experimental work, in some work with groups, a little more through the group approach. If you're finding some difficulty serving a lot of individuals, there may be a need to assess what we are doing with individuals that we could do with groups, better than we are now. I'm not saying you aren't doing it; I'm sure you are and I know you have some orientation. But there could be some more effective aspects to the group approach as well as just more efficiency. But I'd like to, you know, rather than having a standard s.o.p. (standard operational procedure) for everybody as they come in, do a little experimentation. Here's a bus load coming from this place, let's try a little different approach, rather than give them the old routine and find out some things that seem to work better, and pretty soon maybe, you'll be modifying some of these.

I want to skip a couple of points here. The sub-professional approach which we talked about, the guide (aide). I can talk out of both sides of my mouth on this. The only thing that I would say is that I think inevitably we are coming to a recognition for the need to use sub-professionals ourselves in our regular counseling centers. Sub-professional in the sense that they are more than clerks or secretaries, but they're not the depth kind of people, and somehow or other we've got to indoctrinate them with the idea that they aren't amateur lay analysists after an abnormal psych course that Clyde talked about.

Well, just a couple of other things. These are the things that I jotted down since the speeches were given. Let me see if I can pick out one or two. Again, I reiterate the point here, how broad can you be - how narrow or limited can you be, and still serve your church clientele? Are you only a service agency or are there other educational and leadership responsibilities? In the church education program that you're talking about, you see you're concerned about, well among other things, you're concerned about the development and education of church leadership in the future. And I suspect not a little part of this comes in here.

We have raised the question but I think it's been solved, as to what extent can you serve others and how much community responsibility do you have? And I think you can make this almost arbitrary. You could defend either one approach or the other.

As far as working with the normals, I agree with Luther. And yet, I think that what we need to do here, rather than being caught in setting ourselves up in the business of serving largely the handicapped and the deviate group, that we need to find ways of sensitizing our guides (aides) and others to the referral opportunities that are available, the agencies. And again in your case, you can provide a lot of leadership there.

One of the things that we've already hinted at, but it seems to me that if you were to analyze the amount of time that is spent in the center, we have to say, "How much time is spent for the actual operational side of the work with the kids? How much time do we spend on in-service training, either for our own staff, that's a small part, or for others?" Suppose that we were going to be so brave as to say that maybe twenty-five percent of your time is in some form of training. Maybe you'd get a lot more back, I don't know. I'm just making up my statistics; I always do. But you see, as far as I'm concerned, the amount of time that you spend in effective training means that you're multiplying your effectiveness out among a lot of other people who can do a lot of things that then you won't have to do because you wouldn't have time anyway. So I like the idea of bringing some people for summer workshops. A July workshop kind of idea, using this Center for institutes of some kind within your church - pastors and lay guides. Maybe even some school or college counselors and using them for part of the workshop staff. Then another factor that I want to bring in in this connection is this branch approach, where by golly, I think you could identify, like you did in Texas - I didn't know when I wrote this down that you were going to mention that - but you could identify some good high school counselors. Actually in our summer program we couldn't possibly take care of 3,000 students with just our staff, so we bring in some outstanding high school counselors and give them a little training period and let them work. And that pays dividends for recruitment, even though that wasn't the reason we did it. We had to get the job done. But I think that the way you're going to have to do this, if you do decide to do it, is to do it slowly. You can't do it all at once. Try a little something; maybe it will be pretty effective.

You have a short-term, so-called intensive program. It's a one-shot operation and this has serious limitations. On the other hand, it has some very important values. I think you have to decide, "What can you do in a short-term operation that would be most effective?" My question is - and here's where I think I wrote down somewhere phenotypical and genotypical approaches - What are you trying to do in two days? Basically are you changing attitudes, because if you change attitudes you ultimately change behavior. Basically, are you providing a lot of new information that they didn't have before? Is it an informational approach? What is your objective, what are you trying to accomplish? This, I think, is a good question. On the report writing thing I'm afraid that that generally is a purely phenotypical kind of thing, a kind of superficial, informational type of approach.

The most important thing is, what did the "kid" take away with him? And maybe, I don't know whether this will work or not but it's worth trying, maybe if you ask a group of students, on an experimental basis you know, toward the end of the second day, "Just sit down and write what you think you got out of this, what do you think now?" And maybe this will be a far more important kind of report than an objective, recorded test scores, etc. Although I don't eliminate that possibility, I think it has value, but I wouldn't want to do just that. Someway or another it seems to me that the most important thing is what the individual takes away with him. Unless, of course, you're doing a work-up like a school psychologist would and you send the information for somebody else to carry on the "treatment." Now if you do that, and are viewing the process as a long-term approach, you could make your assessment and send it back and that would be fine. But if you're trying to get some new insight, just a little bit - you're getting an attitude of looking ahead, which I think is important in this - then I think somehow or another this getting a little better understanding and insight has got to be a pretty significant part of what you're doing.

I'm almost through really. I raise the question, "Can you spend part of your time for education of pastors, local church leaders, aides, consumers of the program?" I used the word "consumer" and then somebody else took that away from me too. All my thunder was stolen before I got here! There are the expectations, of course, for what will be gotten from the experience. In other words, what kinds of expectations are you trying to build when they come? I believe that you've done a pretty good job of it, but I think that this is something worth looking at. I raised the question before, "How often is the counseling that you do a reinforcement of what he's had in school?" This isn't necessarily bad, but if it's all reinforcement work, well, I don't know.

Then is the junior in high school the best age to perform your services? I think that probably the way you're set up, it is.

But it's a question you still must ask and answer--"Is what you are doing with a client in these two days what you should be doing?"

And then for a final, no I've got a couple more here. In all of this, I'm still concerned about a point I mentioned previously: this is the "church" kind of approach. We can be very objective and say that our job is not to worry about spiritual and everything else related to it; but this is an age level at which certain doubts come into play. I'm not saying that this is the role of the counseling center, but I am saying that among some of these people some of them want to talk to somebody besides the preacher or their parents and they can't talk religion to the school counselor because he'll say, "That's not my bailiwick." They want to talk about this to somebody but they don't know where. And some, all I'm saying is that if they want to talk about it, you should give them the opportunity even if you feel that is not a primary role. Well, I guess I'd better quit.

Dr. Cockrum: Thank you, Walt. Bob Lacklen is going to talk to us now about some possible new directions in testing and measurement. Bob, you're in. . . .

TESTING AND MEASUREMENT IN THE FUTURE

Mr. Robert J. Lacklen, Director
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Mr. Lacklen: I want to talk to you more as a practitioner. I've been using your product for many years as a personnel director, and I must say that upon examination and after getting to know the counseling field that a good number of your premises that you're working with appear to be wrong to us users. I want to talk about these to a certain extent. I'm talking as a personnel manager who sees it from that viewpoint, who uses these individuals when they come out of school, and has to select them for employment. Let's examine some of the concepts that have followed these children as they have come up through the educational and other systems before they get to the employment area.

I was with the predecessor agency to NASA which was called the National Advisory Committee for Aeronautics which was the nation's aeronautical research organization. After World War II I found that neither the scientists nor I were satisfied with our selection measures. We were going to the colleges and hiring engineers, physicists, chemists, and mathematicians to do our research. We usually visited 150 or 200 colleges and hired, in those days, 200 to 500 new graduates each spring who then went to work in our research centers. We knew that we weren't doing very well selecting the research scientists for we got very few good research people through our selection process.

We began to examine our methods of selecting to see if we could possibly improve them. Naturally, we found that we were depending mostly on college grades as a predictor for ability to do research. After all, if a fellow had top grades in engineering school, he's bound to be a good research man. We also depended on professors' recommendations, especially certain professors who had had these fellows for four years and observed them so that their recommendations ought to be worth quite a bit. We also sent senior scientists to these universities to recruit and select. These scientists would look them over, interview them and make their judgments. And, of course, just like you and me, they can spot a good man after a half hour interview; and, of course, a good counselor can too. Therefore, we were very confident that this was a good source of selection because not only did personnel people make the selections sometimes, but we had our scientists spotting the good ones too. The head of one of our research centers used to insist that if a scientist that he had never seen before walked in his door, he could tell before he had walked over to the desk whether he was a good scientist or not.

Well, we began to examine the validity of these selection devices. Luckily at NACA, during World War II, the NACA had the authority to go into the military camps in the Navy and the Army, and select individuals who had degrees in engineering or physical sciences and put them into NACA as reservists for the remainder of the war. The Manhattan project was the only other agency that could do that. So about 4,000 such individuals had been selected out of the military and put to work in the NACA laboratories during the war. The thing that was good about it was that they were selected without any reference to their grades, so we had a pretty good group to work with. We decided to look at the grades first and see if grades are a predictor of research ability. I won't go into it now, but we had been making a study to determine who were the better scientists so we could pay them more. We had some pretty good evaluations of our scientists available. We evaluated our non-supervisory scientists who had been with us long enough to evaluate, at least two years and usually more than four years. We went back to their colleges and obtained copies of their transcripts. We computed the correlation between the grades they received in college, and their level of success as research scientists with NACA. Much to our surprise, the correlation was zero. There was no measurable relation. There were as many good scientists from the bottom of their class as there were from the top of the class. We did this study in 1948. Later other studies were made on the relationship between college grades and occupational success. Hughes Aircraft did one of the best studies in the early 50's. Recently the American College Testing program at Iowa City published a very courageous survey and evaluation of the literature on the relationship of college grades with adult achievement. Unfortunately I estimate that only about half of the studies that have been made are in this report. As soon as an organization finds out the lack of relationship, immediately they hide the report. I read one made in a large research organization in the late 50's on their research personnel. They made the grade study and found no correlation whatsoever between grades and success as a scientist. So they hooked into the study the intelligence of the scientists as measured by some intelligence tests and they found no relationship of success as a scientist with intelligence either. So, they immediately buried the study and it never was released. This fellow Don Hoyt at American College Testing did a job of collecting all the studies he could get and evaluating them. As he points out many times a good criterion measure is difficult to obtain. I have only one copy of this report, but you can write to the American College Testing Program, P. O. Box 168, Iowa City, Iowa, 52240 zip code, and it's their Research Report No. 7, Relationship

Between College Grades and Adult Achievement. It is well done and is quite a review. I think you will have to reach the conclusion that, if there is a relationship, it is very slight. This is all notwithstanding the American Telephone and Telegraph Company's advertisements that have been appearing in leading magazines which you have all probably seen. My statistician friends have computed the correlation on the A.T.&T. study and it is about .30. This correlation results from a combination of predictors which include college activities, grades and some other type was mentioned here. It was a combination of those three that brought the M up to .30.

I think counselors should recognize that there are many children who have all sorts of abilities who have decided not to work for high grades. The children should be told that lack of grades doesn't mean that they can't make it vocationally or that they aren't going to make it. It's a little difficult, of course. I had to open my big mouth to my own children and I've got six non-achievers, two in college. They're always on the ragged "C". It's the gentlemen "C" idea of old Harvard, I guess.

To return to our NACA selection techniques, we found the same thing with recommendations from professors. Some professors were a little better than others on identifying talent but even the good ones had poor batting averages. I think that if you've ever seen the reliability studies on interviews by different interviewers you might just as well throw out interviews as a selection device too. You can tell whether the student has two heads or not by an interview, but that's about all you can tell from an interview.

So we had to start over again in terms of what we could use to identify and select good scientists. We went first to a technique which had shown some promise in World War II in the selection of pilots and bombardiers in the service. This was a device called a biographical inventory or an autobiographical inventory. These inventories are simply a fairly large number of questions about what the individual had done and what choices he has made in his past. These inventories were used in sort of a limited manner in the service, while not high, the biographical items gave some pretty consistent predictive correlations on whether a person would get through flight school. The correlations weren't at a very high level, but were consistent.

I believed as early as '49 that such biographical inventories were probably the place where we should start looking for the prediction instruments. And this is what we did.

We never had any money in the NACA but when we became NASA in 1958 we had a little money so we went to work with Cal Taylor at the University of Utah and started to try Biographical Inventories as predictors of research ability. I'll have to shorten this presentation, but the process is simply this. We started out with over a thousand different items asking questions like, "Did you ride a bicycle? How many books did you read a week while you were in high school? Did you fix things around the house when you were in high school?" and so on. We used a lot of the items that had been used in World War II, and many new items were made up. This work was done by Cal Taylor and Bob Ellison at Utah and had been going on since 1959 and it is now in about its sixth year at NASA. We found that we could get surprisingly high correlations on cross-validation in predicting research success in NASA. We started out with these items in our Cleveland laboratory and we were up against the criterion problem of deciding who the best scientists were. We did emphasize the creativity of the scientist as a criterion. We had developed with NASA a method of evaluating creative products. At the time I came into the government service in 1945, the Civil Service Commission required that a government employee had to have a big organization under him to get high pay and the more people you supervised the more your pay. This didn't fit a research organization where the individual you probably should pay the most to might not have anyone working for him. We had to develop a method of paying the individual scientist, who was excellent. So we had to go looking for what is a highly creative performance and what is worth a lot of money and how can we prove it to a bunch of skeptics like the Civil Service Commission. The first thing we did was go in just the opposite direction than most of the psychologists are taking. When most psychologists study creativity and research ability, they study the individual, they look for traits of the creative individual. They want to know whether he is loyal, helpful, friendly, courteous and kind, and they try to measure the individual in terms of traits. In fact, the psychologists are spending ninety-nine percent of their time trying to measure traits, even to this day. We decided that traits were not what we were after. What we were after was what the individual produced. We ignored the individual entirely and began to investigate the characteristics of a creative product. To make a long story short, we came up with a very simple conclusion. A creative product is the one which not only answers the problem that they set out to answer, but answers other problems as well. The broader the applicability of that solution, whether it be an idea or a gadget or whatever it is, the broader the range of applicability, the more creative it was. They have an old saying that if Einstein came down to the government in World War II he could have qualified for only the third pay level, P3 it was in those days. And yet under our definition $E=MC^2$ is probably one of the most widely applicable and usable solutions that has been produced. The good thing about this effort, I'm happy to report, was that the Civil Service

Commission recognized this principle and allowed us to create a ladder all the way to the top for the individual scientist without any supervision, based on the evaluation of his products. We set up what we called a Board of Expert Examiners so that these products would be examined by the experts in that particular field. We obtained rather remarkable consistency in the evaluation of products by the experts. We're product oriented; we do not try to measure the traits. I want to add right here that one of the assumptions made in the science and engineering fields is that "an engineer is an engineer" and "a physicist is a physicist." I certainly agree with your flexibility principle because we found that within engineering, physical science, and mathematics there is no relationship between the degree obtained and the field of work that the scientist ends up in. In NASA we found that we had 125 occupations. The titles of these work specialties seem unrelated to the academic degree titles. By that I mean we don't have a physics or a mechanical engineering occupation. We have trajectory and orbit scientists. We had 125 of these work specialties. We looked at these and tried to find the relationship between the degree held and the work specialty that a scientist was working in. A most amazing thing came out of this comparison. We found that the distribution of degrees held by our scientists exactly matched the national distribution of degrees. Twenty-two and three-tenths percent of our people held degrees in mechanical engineering, and when we looked at the percentage of the engineers who held the ME degree, we found that the national total was also twenty-two and three-tenths percent. The same degree distribution that total scientists had was the same as the national distribution. Examination of the national distribution demonstrated that all we were doing was drawing from the supply. There was no relationship within these fields, and this, of course, helped us a great deal in recruiting and placement. The first thing we did was to set up an examination which qualified an individual who held any degree in physical science, engineering, or mathematics in any areas of work. Immediately this opened up all sorts of possibilities in terms of recruiting that we didn't have before. I would think that in terms of counseling that the degree a student chooses as long as it's in the right broad field, is not important.

Well, to get back to our measuring device. The fact that the measuring devices being used are not useful in prediction doesn't help any. We have to provide something to take its place that does have predictive value. After a lot of study we decided to try a device known as Biographical Inventory. We started with over a thousand questions. We first evaluated our scientists and identified those in the quartile and our bottom quartile. We tried to identify the items which the top quartile, the best ones, answered differently from the bottom quartile, least best ones. Now, the first thing I want to say is that you don't find any items where the top quartile answer it one way and the bottom quartile answer all the other way. I asked this question of Bob Ellison just the other day--"What's the distribution on a particular item? Which does differentiate?" "Well," he says, "our better, our best items, we might have as many as sixty-five percent of the top quartile answering it one particular way, and only thirty-five percent of the bottom quartile answering it the same." The best way to explain it is that no one item carries very much weight. When you pile up enough of them all pulling a little bit in one direction, you get a real total pull. To validate, we build the key on half of the criterion group and then try to predict the other half. This is cross-validation. We were very surprised when we obtained cross-validations in the .50's and .60's.

Dr. Johnson: Excuse me, were you doing this on a selected population, or general population?

Mr. Lacklen: It was being done on the scientists within NASA and not on a general population.

Dr. Johnson: Yeah, OK, that makes a difference. Statistical analysis here, and I have to keep it straight.

Mr. Lacklen: We took the better items and went on to another research center, our Ames Center in California, and we administered the items there. We developed a new key on that group. Then, of course, we tried the Cleveland key on the Ames group and found the Cleveland key worked as well on the Ames group as the key which was developed on the Ames group itself. This went against all of our prejudices, we just didn't think that any key would hold up like this on cross-validation. I have here the official report by Ellison and Taylor to NASA on the research. A summary of this technical report is scheduled to appear in Science magazine as one of the lead articles in the March 3rd issue. The Science article is more of a layman's summary. This report to NASA I'm giving you now has all the data in it and the description of the process of the research through the five or six years.

We found that we weren't the only ones working with Biographical Inventory in the occupational selection area. About three years ago at NASA I called in some of the experts in the field because the results obtained were so much better than the results usually obtained in such testing, that we were suspicious of it. We called in Dale Wolfle, Dr. Ed Henry of Standard Oil, Professor Gullickson of Princeton and E.T.S., and several others. I had sent the material to them ahead of time and wanted to know, "Are there holes in this study that we don't see and do you believe we should go ahead and use it?" I can only say that they agreed with the findings, they thought it very unusual to obtain such good results and they could find no difficulties. They hoped that we'd go ahead and use it as well as conduct further validation. This is what we've been doing. The surprising thing that happened was that Ed Henry, at the end of the meeting, said that, "Well, for fifteen years we've been doing similar research at Standard Oil with biographical inventories on what they call 'early identification of management potential.'" The same type items that worked in the NASA research worked for Standard Oil. The correlations obtained at Standard Oil were in the same ballpark as our correlations. Generally these correlations were in the .50's. There is a method of measuring the reliability of your criterion and then correcting your correlations, for unreliability of the criterion and this indicates the true correlation would be in the high .70's.

There have been isolated instances of biographical inventories that have cross-validated in the .70's. I'll tell you one, Dr. Annie Ward at the University of Tennessee developed a very simple biographical inventory for the prediction of over or under achievement with respect to first quarter college grades. She then cross-validated with a group that come into school for the second quarter. Trying to predict their grades, she got a cross-validation of .74. I think Anne Anastasia got a pretty good correlation in her use of a biographical inventory for a group at Fordham.

We held a conference a year and a half ago, one of the first things we did after I came to the Richardson Foundation. It was a conference of the people who were working with biographical inventories in the various fields, mainly in industrial psychology. If you wish I can send to each of you a transcript of that conference because it's the best summary of the use of biographical inventory as an identification device.

I should go on and tell you what we're doing with the biographical inventory now. Essentially, we've taken the NASA biographical inventory which is for the identification of research ability broadly, and more specifically for creativity, and we are now validating it on research groups in industry. We have a large study going on at North American Aviation, one at Ethyl Corporation, and a bigger, more comprehensive study at Dow Chemical. We have others who want to validate this biographical inventory in their groups too, and these are just getting started. We are also doing what you call longitudinal validation. By 1961 we had a pretty good biographical form at NASA. If you're wondering what these things look like and don't already know, I've got copies here of the NASA biographical inventory items.

This is the one we gave in 1961 to every graduating scientist and engineer hired at NASA. There were 618 of them, and we are following them up at the Langley Research Center. Four years after they were given the test, and no one was told the scores they made. We put the results aside and we've been collecting criterion information on these individuals since last fall. We have the criterion information complete now. It's what is known as a longitudinal study. We'll see how well the inventory predicts over time. If you build a key with adult scientists, how do you know the measure is going to work when you give the inventory back down at the entrance level? A combination biographical inventory has been put together of 300 items. Their combination form includes the items from Standard Oil as well as NASA. I might point out that Standard Oil items were for the prediction of executive success at Standard Oil. Executive success at Standard Oil may not be the same thing as executive success in some other company. So we are planning to validate all those items. What we've really done is to include the items from the NASA form, a certain number of items from a number of other studies that have worked well in this prediction process, and the Standard Oil items that have worked for selecting Standard Oil executives. We're now in the midst of the application of this combination measure on a rather broad scale.

This combination form is known as Form J. This is the combination biographical inventory. I only have one copy but again I can send one to each of you. We've combined a fairly large number of items that have worked in various studies, and we're now doing a rather broad application of this. It was given to the freshman class at Ohio University at Athens in November and December. At least to everyone that would take it on a volunteer basis, I think we got seventy-eight percent of the freshmen. It's going to be given to 13,000 high school students here in the State of North Carolina next month. About 7,000 9th graders, about 6,000 12th graders. Of course, one of the things is, we hope to develop improved keys based on the larger number of items. For instance, Ward's 35 items are in Form J for predicting first quarter grades. Within a month or two we will have a key to all 300 biographical inventory items that will be cross-validated on next fall's entering class at Ohio University. And again, we can only say the results hold for Ohio. It might not hold up if we go to say Michigan State. A characteristic of this instrument is that it does work across organizations. I'm hoping we'll get grade prediction correlations in the 70's like Annie Ward did, and maybe even better. One of the things that I'm finding is the use of just a few items used with fairly small criterion groups just doesn't achieve the measurement. We've given the biographical inventory to over 2,000 NASA scientists, and the Standard Oil EIMP was given to well over 850 executives. While we don't have any creativity or executive ability criterion measures on our high school and college groups, we do have first quarter grades at Ohio University and we will be able to get an answer as to how well the biographical inventory can predict grades.

Dr. Johnson: You key it differently for executives and for scientists. . . ?

Mr. Lacklen: Yes.

Dr. Johnson: If you don't then your correlations are going to go back down.

Mr. Lacklen: We assume that the key will be different in predicting creativity and executive success. I have one other thing to relate. We're trying the same thing with interest inventories.

Dr. Davidson: Will you comment again on this Ohio study? That's the one that is most relative to the college situation.

Mr. Lacklen: We gave the Ohio University freshmen this 300 item biographical inventory that combines the items from the NASA, Standard Oil and other studies. We can then score the inventory with three keys that we now have. These keys are still only validated on a concurrent basis and not longitudinally. The NASA study now being done at the Langley Center is a longitudinal study. We have three keys, one on executive success based on Standard Oil studies, another on creativity, based on the NASA studies, and a third on the prediction of first quarter college grades, Annie Ward's study. Now as I understand it, the best prediction you can make now on college grades results from a multiple R which includes high school grades, college boards, and a few other things, they usually come out at best in the low .60's. I suspect and again I don't want to promise anything until I see it, but on the basis of Annie Ward's study I think we'll be predicting in the .70's, and this with a single instrument that can be mailed to the individual, can be filled out without supervision and mailed back to you. We've now a setup so the answer sheets can be machine scored and put directly on tape.

Dr. Davidson: Your fundamental assumption is that there is no relation between college grades and occupational success after college.

Mr. Lacklen: We just want to make it simpler for you to predict grades which you are already trying to do. You've got to change the whole educational system if you want to face up to the fact that grades in college are unrelated to later success.

Dr. Johnson: We've known for a long time that the non-intellective factor account for more variance than the intellective factors. So they built in a lot of non-intellective factors and they've gleaned some of the intellective factors that might operate in a general way and put them together. So you're going to increase that correlation. It's a good approach. Because if you ask a person, "Did you do well in certain subjects?" and he said "Yes" well, that's just as good as having his actual grades, and then in addition you get a lot of other things.

Mr. Lacklen: Let me say though, that those few items that might have a logical answer aren't our best items. I remember Dr. Strong at Stanford once told me an amazing thing; whether you like, dislike or are neutral, to people with gold in their teeth, was the best item in the Strong Vocational Interest Inventory. And we find the same type of thing with Standard Oil, "How far did you go in the Boy Scouts?" is an interesting item for Standard Oil. The further you go in the Boy Scouts the less likely you are to be an executive in Standard Oil. We're trying to keep this from the Scouts. Remember any item is not a black and white measure. Even a good item may have only sixty-five percent of your success group answering it right. Another item is how piled up is your desk. It is supposed to be a sign of creativity if it's piled up rather than keeping it nice and neat.

Dr. Johnson: Have you attempted to get at these differentiations, the creative, innovative, inventive? I mean they've attempted to play around with this, you know.

Mr. Lacklen: Well, that depends on your criterion group. How you set up your criterion group, and as I said, we did it in terms of the creativity of the products under the breadth of applicability definition.

Dr. Johnson: The creative buy has his desk piled high, the innovative guy may be monkeying with things and the inventive guy. . . .

Mr. Lacklen: Well, we really don't know. There's some evidence. For instance, along this line, just on a chance thought we gave the biographical inventory from NASA to the students in Interlochen, the National Music Camp. They are performers generally and not necessarily creative. But they're good performers. But in the group there are composers. So we attempted to see whether the NASA key on research scientists could help identify those who were the best composers. The correlation wasn't big but it was .30, and that's cross-validation with a vengeance. I have a strong feeling that creative ability is something that runs through the entire population and just like IQ. It may be that if we can measure creativity in one place it will also apply to other groups. Now what you get with a BI is a global measurement, and we don't know what we're measuring in research scientists. We may be measuring motivation. The keys are all empirically determined. We don't know what we're measuring, all we know is that we're measuring whatever it takes.

Dr. Johnson: All you have to do is observe children up through the third grade to realize that all children are creative. But in the third grade we begin to pour them into the molds and then. . . .

Mr. Lacklen: Creative treatment up to the fourth grade, and then the educational system starts stomping on them.

Dr. Johnson: Well, the social system and everything else, their parents. . . .

Mr. Lacklen: Their parents too.

Dr. Johnson: We all force them.

Mr. Lacklen: This, of course, has all sorts of implications. Let me tell you one more thing and I know we're over our time here.

Dr. Beard: You've destroyed everything anyway so. . . .

Mr. Lacklen: We didn't want just to depend on Biographical Inventory. We wanted to look for other measures. And I might say that my own personal belief is that it is very difficult to bring someone in and put them into a short test situation and have them act creatively. The ease of administration with biographical inventories is phenomenal. So we've been following the non-cognitive approach. An interest inventory is non-cognitive so we thought we'd use the Strong to see whether we could do the same sort of keying with an interest inventory. We picked the Strong mainly because Anne Roe told me that it's better known, used over a longer period of time . . . besides I went to Stanford and knew Strong. So we picked the Strong and figured we'd do the same thing. There have been 1,200 children in the North Carolina Governor's School that had been given the Strong. George Welsh did the measurement work. He had a Terman Concept Mastery, and, this will be interesting to you, in terms of measuring intelligence.

We heard that Paul Sparks at Humble Oil, with a fifty-seven item biographical inventory, could key the inventory to measure intelligence. He just set up his quartiles in terms of the intelligence measured by an intelligence test and then found the items that the top and bottom quartiles answered differently and keyed it for intelligence. We found out that his intelligence key score on the BI correlated with other intelligence test scores as well as intelligence tests correlate with each other. Of course, this makes it pretty easy when you can ask individuals to answer fifty-seven fairly simple questions which require no mental ability at all, just memory. And you get a good intelligence measure. We asked George Welsh to try to develop an intelligence key for the Strong. He developed an intelligence key on the Strong that is now being cross-validated against the Ohio freshman group, because we have both an intelligence measure and American College Testing scores on them. I think we are going to be able to give you a very simple intelligence measure so that you don't have to assemble the people and you don't have to put them under any pressure to measure intelligence. It is a measure which is fairer to those that don't do well under pressure. This happens to be such a usable, neat instrument that George is developing here. This handout is George's short preliminary report. He also developed a key on the Strong for creativity and his criterion was his own Welse Figure Preference Test. We don't know how good the Welsh test is because it hasn't been applied against any substantial criterion groups. The N's are all small. We are now having a study made of all its applications and validations. I suspect the Welsh is a pretty good measure. It's non-cognitive, it's non-verbal, and it's also easy to administer. We may get a stable intelligence key off our biographical inventory out of the Ohio University study.

Dr. Johnson: You have to presuppose a certain amount of reading ability for this.

Mr. Lacklen: That's right. In fact, we took the form that we developed for the freshmen college level, and we've written the vocabulary down for the 9th and 12th grade level. Now the question is, does the prediction that exists concurrently up at the experienced scientist level and for other occupational groups, can it be applied down in the 9th grade level. There is some evidence that it can be. We used the CRI form of NASA items as a part of a study in the selection of National Science Foundation high school summer research fellowships across the country. The selection committee had the usual things, grades and the other usual measures. The selection committee made a prediction of how well that individual would do during the summer fellowship. All applicants were given the biographical inventory but the scores were not used in the selection process. The BI score predicted better than the selection committee's evaluation, and this with a measure which was based on the NASA key established on a bunch of older scientists. We also find that the items that work the best are the ones that refer to actions occurring before the individual is twenty-one years old. I had a graduate student who spent the summer with me in '66. He is one of Paul Torrance's students. He is down at the University of Georgia now with Paul Torrance and he's developing a biographical inventory for the third grade students. As a criterion measure of creativity he is taking the product approach. This means taking all the products of children that are found to be in common in all third grade classes and we're going to try to see if that can be used as a criterion measure.

Dr. Johnson: You're getting a lot of cooperation on this from the big testing organizations, aren't you?

Mr. Lacklen: It might give ETS a fit, if the BI holds up on these cross-validation studies that are now underway. The test doesn't cost much, I'll tell you what it costs. It costs about 20¢ for the reusable test booklet, it costs you 4¢ for an answer sheet which can be machine scored for about 15¢. And you can get correlations in the .60's if it holds up as well as we think it's going to. I don't want to appear over enthusiastic, but for one who didn't believe much in testing, I'm sold on this approach. We'll give the schools a score on creativity, executive leadership potential, intelligence, success in grades in college. There is a professor over at Chapel Hill that's in on a large heart study. He developed the neatest little biographical inventory you ever saw, only he selected all his items to measure stress. His included only items in the inventories that had to do with stress. Then when, out of that very large group of people that they were following, one got a cardiac or heart attack, he would have them fill the BI to see if the answers differ from the well ones who also filled it out. And he did get significant differences. What he didn't know is that the best items are the illogical ones and all his were selected on a basis of logic.

Dr. Johnson: I think you're right. Could you send us that Form J?

Mr. Lacklen: Well, I could send you Form L and M if you want. Now I have Form J's but they were down in the warehouse, and they didn't get them up to me in time before I came to this meeting.

Let me give you the Taylor-Ellison NASA Report and if you'll watch Science Magazine I think you'll soon see it. This is a document entitled "Autobiographical Data in Industrial Psychology:

A Review and Evalution," by Dr. Henry and Bill Owens at Purdue. This article summarizes the results that have been obtained in industry and identifies the people who have been doing this who are primarily industrial psychologists. And I will send you each copies of Form J. If you want I can get you copies of L and M. You have CRI, Welsh's preliminary report, and we have the keys for these measures now. Of course, restraining the keys is a problem. These item answers would make good stories for Reader's Digest about how a creative person answers differently from the uncreative person. Taylor and NASA have been very careful with the keys. If you want to use the measure, then you've got to send it to Utah to get it scored.

Dr. Beard: Bob, could I ask a somewhat different question? One of the problems that a lot of people are concerned with today has to do with trying to find some sort of evaluation that will not discriminate against an underprivileged individual. Do you see any possibility. . . ?

Mr. Lacklen: I see great possibilities. We used this measure in the Headstart Program out at Palmer Institute this last summer.

Dr. Johnson: I hope with some modification.

Mr. Lacklen: And we've used it with some other people and I suspect that we can probably get less bias, caused by a deprived background, on say the intelligence score, because we stick to things that are more common to most people. Maybe they weren't exposed to the Boy Scouts, we don't have the Boy Scout item in there, by the way. But there is a possibility that with a deprived background they didn't get an opportunity to do some of the things we have as items. But I think that if you look over the questions you'll find that even a person with a deprived background can answer most of them.

Dr. Beard: Well, some of those, "working for Dad," for instance might be. . . .

Mr. Lacklen: Yes.

Dr. Cockrum: I thought this would be a very interesting way to end the first day. . . .

Mr. Lacklen: Well, I will send this material to you all if you will give me the addresses. The criterion problem is one of our greatest problems, how do you measure performance? For instance, professors, how do you measure professors' performance?

We used to have an old saying in Government that you and I could either get a special award for our performance or get fired, all for the same performance. And that's what the studies have shown. Ronan of Georgia Tech and Prien at Akron made a survey of the literature on criterion measurement. They have evaluated the attempts to measure the reliability and the validity of performance measurement research studies. If you have been in personnel management you would know that you might as well flip a coin when you're trying to evaluate people.

Prien and Ronan have reviewed and evaluated all the studies on the reliability and validity of criteria measurement. We have that study and I will send you each a copy. We've given them another grant to continue this study. In April we're going to have a criterion conference at Pinehurst similar to the one we had on biographical inventory. We will have people who have been working and thinking about criteria together in one place and see if we can lay out some plan of attacking this problem and getting some performance measurement that is a little better than chance.

All of us have the strong feeling that we can pick 'em. That has been put to the test. Ed Henry had a study, after the supervisor had the individual under him for at least two years, he tried to predict how far the subordinate would go in the organization. The simple biographical inventory did a much better job in predicting than the supervisor who knew the guy intimately. Yet, all of us are sure we can pick 'em. That's one reason we've not made more progress, because we're all so sure that we know how. You guys may not be able to, but I know how!

FOURTH AREA FOR CONSIDERATION

TOPIC: Planning the Program and Building for the Future

PURPOSE: To arrive at practical suggestions for planning the Synod Program and its Center's future - in terms of services, program projections and a new physical plant for the Center.

GROUP DISCUSSION: Planning for a New Center Building

CONSULTANT: Dr. Richard L. Beard
Chairman, Counselor Education
Professor of Education
The University of Virginia

GROUP DISCUSSION: Final Considerations

PLANNING FOR A NEW CENTER BUILDING

Group Discussion

Mr. Turner: One of the problems, or decisions, that we have to make is the replacement of these physical facilities. As I indicated yesterday we have had what we call a "quiet campaign," and we set a goal and came to the arbitrary figure picked right out of the air, to raise $100,000 to provide housing for the guidance center. We have no plans except this sketch, which I'll show you in a moment, is drawn as maybe a suggestion to start from. In this campaign, as I said yesterday, we went to the churches who had used the center, figuring they'd be more interested in it and more aware of what it's about. We have on hand now in cash about $52,000 and about $10,000 pledges, as yet unpaid but we have every confidence that they will be, because this is over a three-year period and some of them have two years more to pay.

When we get the money the decision will have to be made as to where to locate this center. One proposal was that the center would be part of the administration building, one wing of the administration building as it appears there in the picture on the wall. Thereby some arrangement would have to be worked out with the college. The college and the center both are children of the Synod so this may be able to be worked out. There are some who feel this would entangle us in college affairs to such an extent that it might not be wise to do this. Some feel that it should be just off campus. There are some who raise the question, "Why should it be at the college at all? Why not be more central in the State or the Synod?" So these are questions that we'd like to have your judgment on.

Then the matter of what should this building be like? what kind of a program should we anticipate would be housed here? Trying to work with churches as we do, in their plans for building educational space, we try to get them to lay out their program, what they're going to do with this space, what's going to take place here, and we'll build a building that will house the program, and not as they have so often done in the past, to go ahead and put up a building with a certain number of varying size rooms in it and then find that it doesn't fit their program. Now, what we'd like to do is find out what this program should be, and what we would anticipate that it would be, not only now, but in the next ten years; and how we can best provide this building that would house the program; and make some provision if necessary to expand the building as the program might expand or be altered. That's generally our problem. This sketch is simply a plan that has been drawn up as a suggestion. . . .

Dr. Cockrum: Bob, I might explain too that this is an ideal version of what we already have, really. This is not progress - in a sense. We might lay this sketch out on the table and a little later on, during coffee break or sometime, each of you could examine it. All we have drawn here is what we already have, expanded a little bit and made a little more comfortable, with more testing space, more counselor space, a conference classroom, a room for individual testing and so on.

Dr. Beard: Is it all on one floor?

Dr. Cockrum: Right. It is similar to the structure of the one-story dorms you saw across the lake. It would probably be that kind of architecture.

Mr. Turner: And another thing, of course, would be the housing of the people who come, clients who come here with the adults that accompany them. Whether the center or the program should attempt to supply housing for them, or whether we might be able to work out some way with the college to have some joint arrangement for housing, or whether we should just use the local motels as mostly we do now. I think it might be helpful as you think of this thing to remember that we are trying to work with a Presbyterian Program and carry both phases on in the center and in the churches, and working through the Christian Education Committee which, as you recall, has the staff of nine area directors, one in each of the nine presbyteries, through whom we can channel, and work into the local churches in each presbytery. Logan, I don't think it is necessary to take up any more time unless you have a question.

Dr. Johnson: Just a comment on the housing. You could figure it out quite quickly that housing would be a very great liability to you. And you could subsidize housing through the motels if necessary and still be ahead as compared to trying to provide your own because you've got maintenance plus capital outlay. I think that if you go into the housing business then you're going to be in trouble.

Mr. Turner: We used to have this room back here, until we grew to the place we are. There were a bunch of double decker bunks and boys could sleep in that room.

Dr. Johnson: Well, that's all right, when you have something available, but when you start building and getting into this, it's going to be pretty expensive.

Dr. Davidson: The man who was here before Logan felt very strongly that to have the counselees in the college dormitories for a couple of days was a valuable experience. Unfortunately we couldn't keep a suite of rooms empty. Just your point--the overhead for that was pretty high. Whenever rooms are available, and I think probably this semester we could find some room. . . .

Dr. Cockrum: One of the new things, Bob, I think you and I have talked about it. We're building this new PE building at the college which will have guest suites, I understand, for visiting teams, which might be empty 90% of the time? Possibly these could be utilized?

Dr. Sievers: What is the greatest distance, the farthest away church to this location?

Mr. Turner: Probably 200 miles.

Dr. Sievers: Well, that's not unreasonable. The farthest distance would be 200 miles?

Dr. Davidson: You see, we don't include the western part of the state in the Synod. We didn't have anything to do with that, the Synod was set up that way.

Mr. Turner: Back in horse and buggy days they took the mountainous section, the mountainous counties of North Carolina, Tennessee, Virginia, and so on for a Synod.

Dr. Davidson: That's the Appalachian Region, it's the Appalachian Synod.

Dr. Sievers: Well, that's no problem then. I was thinking of your central location.

Dr. Beard: You folks don't go into South Carolina?

Dr. Cockrum: They have a center of their own in the Synod of South Carolina.

Dr. Beard: If you had an earthquake, you'd be over there.

Mr. Lindley: Well, I have a strong feeling that you ought to align yourself with the college, that you ought to be located close; that you ought to work out some cooperative arrangement that would involve providing services to the college and for this, of course, there would be certain fees. I think this would be highly desirable. This would allow you to augment your staff. I still don't think it would interfere with your main purpose. Certainly I think this would promote the type of integration and cooperative efforts, the sharing, the possible expansion in the future of some communication system between all the guidance centers, because certainly this is coming. I asked our campus guide the other day whether they were wired for TV conduits and they told me they didn't have the conduits in but they actually had built the buildings with this in mind. If that's true then I think this facility should be built in the same manner. Because I think as you look to 1980 it certainly seems that we're going to make use of electronic means of communication. Now, I think all of us have mentioned this, that we have problems of communication, and that you can accomplish a great deal if this were included in your building.

So I, for one, feel very strongly you should be located on the campus. I don't know the desirability of being so close to the administration building, but I don't think that's the important factor. I think the important factor is the image you create of the center, the type of relationship you develop with the faculty and their concept of what the center does and who it serves. I certainly would recommend this very strongly.

Dr. Johnson: Frank, you wanted to comment on something or other.

Dr. Sievers: I was going to comment on this staff situation and then tie this into a statement that you made that you have been trying to coax Logan into teaching one class, have professional standing, etc. As you think of the staff, there could be a part-time person off of your budget, a part-time person here. I realize this is only partial alleviation but this could show this kind of a tie, maybe a little more respectability. I thought I would throw this out for an idea.

Dr. Davidson: Well, we're very anxious to do that from the college point of view. We're committed from a college point of view to the value of having the center here from a professional point of view and a public relations point of view. All of these are very valuable, as well as our joint responsibility to the Synod. What we have worked out is an agreement on this, Bob, and we haven't talked directly to Bob and the committee, but generally we first got Synod personnel simply assigned to teach a class.

Dr. Johnson: I think the business matter is something you want to work out. I think the principle is what we're concerned about.

Dr. Davidson: That's right. Well, the one thing I wanted to say was we felt we needed, in addition to giving the center credit for this teaching, we would provide some extra compensation for the man who did it. He found he couldn't do it in the amount of time, he just had too much work over here this year. But I think this is very desirable. Then the college has definitely committed itself on the kind of benefits. . . . I mean we want the professional personnel over here to have the same kind of academic regard as anybody else does. The Board of Trustees has approved this in principle, and in actual fact, a variety of other things. We're working on some of the minor benefits but, for example, we provide the tuition benefits at the college for the professional people here, just like we do for the faculty. We provide them with tickets to all the athletic contests and the cultural events and invite them to all the social events. So even without actually teaching and becoming part of the teaching faculty we want them to be part of the college community in the very fundamental sense. I'll definitely want to go ahead and have some staff members here, who would be members of the teaching faculty.

Dr. Feingold: There is a precedent for this in many universities. They have a director of the counseling center who is often a professor of education, or professor of psychology.

Dr. Davidson: We've felt really, this would enable the center to attract a little stronger group of counselors where they have this opportunity as well. I want to make a very strong case for this, as Bob suggested this morning.

Dr. Cockrum: Let me add this, sitting where I do. As John Evans has pointed out rather precisely for us, there is a very practical problem here . . . the money and time involved. The Synod has just so much that it can involve in this Program. We have to allocate as best we can the time and the money to do our job in the Program. One reason for this conference is to help us see what basically is our job. One of our problems is that our staff is already almost overloaded. We have these very practical things we're facing. We have to guard their time.

Dr. Johnson: I'd like to support the principle that has been established here, and has been espoused for some very practical reasons. I think there has to be some very practical administrative arrangements that have to be developed too. In the first place, if you want to get the highest quality counseling staff you can get, you've got to find a way to attract them. I know there are some things against college relationships, but if you're going to attract and keep guys like Logan and some of the other people, you're going to have to make it more than maybe just a center in Laurinburg, North Carolina. As nice as it is, and as wonderful as it is, and as great as it is to be Presbyterian, and all that. That's not going to be enough. It seems to me that you can establish the principle that there can be courtesy appointments. I don't care what you call them, courtesy, or joint, or joint and courtesy appointments, there are different arrangements. I'd be all for having the joint appointment idea with the senior staff member at least and the courtesy kind of thing for the other staff. And some agreement about teaching which will get at least some support. I don't apologize for using your staff for a little courtesy teaching because it's good for you. But already you've got a student body big enough so you should have at least one full-time professional counselor on the college staff. Now, if you can get an arrangement where you can give the equivalent of that to a broader staff; in other words get some budget out of the college to support this kind of thing, then you can provide much better service to the college and you can also get a team that's going to be a lot more professionally viable than if the person operates and talks all to himself.

As for the physical arrangement, I'm ambivalent at this point and I think there would have to be some study on that. There are some advantages to being on the campus. But again the image that you want to project out in the Synod, I think, is important as far as the center is concerned. Maybe a building sitting like this, contiguous to the campus, is better than a complete physical arrangement in the administration building. I'm not ready to expound on that, however.

Dr. Davidson: If this looks like such a good spot, maybe we should tear this one down and build a new one here.

Dr. Johnson: I think there is a little bit to be said for this. This is pretty handy here. Either that, or on the other side of the campus.

Dr. Beard: Logan and I were talking about this at breakfast and we wondered if at least in time the campus would come out and surround it, or at least. . . .

Dr. Johnson: I'd be worried about getting it, in terms of long-range plans, you've got to just about decide whether you want to be contiguous to, or integrated with. And this is not something that most of us coming here for a day or so can decide. But, I think just the two things, one that the college has to have some professional service and the fact that you want to hold the best staff that you can for a center like this is a pretty telling argument.

Dr. Beard: Another thing, you've got parking space here.

Dr. Feingold: I think Logan and Frank got me to talk again. For example, we have a Washington field office in addition to the national B.B.V.S. office which offers professional administration and supervision to our field offices, but doesn't do any actual counseling. We have just established, for example, a relationship with George Washington University. Counselors on their way toward their doctor's degree may take an internship at our office. Our Chicago B.B.V.S. office has an internship program and teaching relationship with Illinois Institute of Technology in their Psychology Department. I could go down the line but I think it is the principle. It enriches your own program. It gives a different image. I think professionally there's a greater growth on the staff if you have this university feedback. I think it's good for the college. I think they'll learn more about their students that they may not know until after they've gone to the counseling center. I think this approach is almost a necessity, even though on the surface it means far more meetings and more hours, etc., and problems. There'll be frictions, we've had them too. But they can be worked out and in the long run provide tremendous growth.

Dr. Johnson: For example, our counseling center staff has come by the hard route to the recognition that they should not spend more than seventy-five percent of their time in actual counseling functions. I mean regular staff counselors. The other twenty-five percent ought to be in other things to keep them alive. You know counseling can be a real high level blind alley job. And unless you put something into it, you see. . . .

Dr. Davidson: And that's what's happening to Logan, you see they work him so hard on these administrative jobs. . .

Dr. Cockrum: I wasn't concerned here about the administrator, I was concerned about the staff.

Dr. Johnson: I don't feel sorry for any administrator (I really don't); I just feel sorry for the counselor!

Dr. Davidson: Well, I feel sorry for those administrators myself. . . .

Dr. Feingold: Do you have sufficient funds to have a target date for the initiation of this building?

Mr. Turner: Well, I think before we can say that, we've got to decide what this building is, what it's going to cost. And that decision we have not made. Now we hope to get into a building soon, within a year. We need it. Before we came they had no water here, our feet were cold all day yesterday, at least mine were, and this sort of thing. I think there is something that could be said for this older type of a building, it may have some advantages. But over against these things, kids going to consolidated high schools now with modern buildings with modern fixtures and equipment, and then you bring them to a place like this to help them decide one of the important decisions in their lives.

Dr. Sievers: The image isn't good, no. . . .

Dr. Cockrum: How much do we actually have in this fund, Bob, do you know?

Mr. Turner: We have $52,000 cash, $62,000 over all. . . .

Dr. Cockrum: Has the Synod Committee committed itself for more?

Mr. Turner: Yes, the Synod Committee is committed. It's not a very lucrative one. We went into this last year, just real briefly, we'd been going on with an asking budget, and the churches were paying about sixty-two percent of it. So we said, "We'll take what you actually gave in '64 plus two percent or four percent because our benevolence contributions have been going up about two percent a year." So they took '64 askings plus four percent and they asked each Synod and Presbytery, and so on to make this their goal. And then we had what we call an extended budget beyond that, money you get beyond that goes to particular things, those things that you particularly want to do. And the Guidance Program was put in the Synod budget for this present year for any money we get beyond the goal. Our experience in '66 was that we didn't get any.

Mr. Lindley: I have one question here. Is there a possibility of using volunteers here in the Center? Now I think there is a place for the volunteer worker even here, particularly to provide some of your orientation. Many hospital programs have used volunteers and this has been particularly effective in the mental health field. I see no reason why a volunteer program could not be established for a counseling program. Professional personnel would be relieved of a lot of explanatory functions. You would also have to provide a program for training and supervision. If you use volunteers, then, you'd have to have space for them. Is there a possibility, Mr. Turner?

Mr. Turner: I think probably Bob Davidson could answer that. Now if you're talking about bringing somebody from a distance. . . .

Mr. Lindley: No, it would have to be somebody who lived in your community here, like a member of the local church, and this would be a volunteer service activity they would engage in. You might have more than one person who could serve on a part-time basis. The use of volunteers in your program appears feasible and possibly desirable, so it should be considered.

Mr. Turner: From what little I know of Laurinburg, and the response that Laurinburg has made to the college and so on, I would say yes. Bob Davidson could answer that better than I could.

Dr. Davidson: I think just as a matter of principle you might say, yes, but when it comes down to identifying the people off hand I don't have anybody in mind.

Dr. Johnson: There's another matter on physical arrangement here, I'm not going to talk about the internal arrangement. But in terms of cost of building, and again this is something that we can't answer, but depending upon some of the decisions you finally arrive at in terms of space utilization and provision of particular facilities. If I spoke right off the top of my head, I'd say this is too small at the moment for the simple reason that we don't know how much you want to expand, how much you decide to expand, but if you're contiguous to a college setting it's possible that you could provide, with a very little extra money, extra space which then could be used on a borrowed basis by the college, as long as you get good, firm arrangements. What I'm really throwing out is, suppose that you were going to do some teaching. There could be a classroom or a couple of classroom facilities that could later be converted, but in the meantime would be very useful for classroom space. I don't know whether this is a possibility or not, but I don't think you should overlook it.

Dr. Feingold: I'd like to reinforce what Walt said. This is based on our own experience too. We continue to repeat some of the same errors by the way. We build and then we find that within a very short period of time we've outgrown what we've built. So perhaps the technique, that was I think mentioned to us by our guide yesterday, of having some sort of a foundation or place to expand should be definitely built in. Otherwise it costs us so much more by not realizing that we will grow. We will develop and it's better to find out ahead of time. This space does look rather small to me.

Dr. Beard: Don't they tend, architects, now, to sort of build into most buildings one side of it in such a way that it can be closed in and they can extend or run a wing from it? We're in the process, for the third time now in my academic life, of trying to prepare and plan and build a new education building and this is one of the things. We know we have say 2½ million or 2 million and 3/4's allocated for this, and that's not going to do it in ten years. It will do it now. But that's the way we operate up there, we simply can't go ahead and plan too much for the future. The Student Union Building for instance cost several million dollars, maybe 3½ and the minute they got it finished and got the lawn in, they started digging the lawn out to add cafeteria room because they couldn't get the students in that we needed to. And you would have thought they would have known this, and I think maybe they did, the administration knew it. But you've got people on the budget committee from General Assembly to deal with and they have to do as they can do it. There's a very practical thing that has to be taken into account. I like several suggestions made here, especially Walt's idea and several of you have contributed to that. There ought to be some liaison, very direct. Later on I plan to introduce something and something we planned and I guess maybe I'll just hold that and see what you're going to do with this.

Dr. Cockrum: I was wondering, Dick, if this might not be a good point to begin your summarization of the consultation?

REVIEW OF THE CONSULTATION

Dr. Richard L. Beard, Chairman, Counselor Education
Professor of Education
The University of Virginia

I am going to try to keep this as brief and terse as I can. I will try to talk fast, so I'll not waste your time. In trying to get at this I think it would be helpful if we went over these notes again and find some things which I pulled out. Let me preface this by saying that I have been very much impressed with the quality of the preparation for this conference. I think as I left Chapel Hill, Sunday afternoon, and had just driven through Pittsboro, I came across the first sign, it was on the right hand side of the road and it just said simply, "think." I hadn't gone very far before I came across another "think" sign and this continued until I hit Aberdeen and from Aberdeen on down to here there were more and more "think" signs, so I was sure that Logan and his cohorts were out trying to get some of us in the proper frame of mind. And true to the democratic process it didn't say what to think, it just said "think."

In trying to organize this material last night I brought along a book which I should have read before and I'm just reading now which seemed to me to give about as good a definition of the central issue which is the reason for our being here as anything I have come across recently. I would think that even though we have some fringe areas in which all counseling centers are going to be involved, that the central issue has to do with helping our young people resolve certain problems, educational and occupational, in a rather complex and rapidly changing world and I thought it would be kind of interesting to see what a person of another discipline such as Dr. Eric H. Erikson has to say about this in connection with another matter but it seems to me it's applicable. He says, in talking about the situation young people find themselves in, "I have called the major crises of adolescence 'the identity crisis.' It occurs in that period of the life cycle when each youth must forge for himself some central perspective and direction, and some working unity, out of the effective remnants of his childhood and the hopes of his anticipated adulthood. He must detect some meaningful resemblance between what he has come to see in himself and what his sharpened awareness tells him others judge and expect him to be." And taking off with that as the central issue in which we are all concerned and the primary reason for having such a Presbyterian Guidance Center, I should like to turn for a few moments then to what Logan and his several letters to me suggested that we might do here in this final session. He suggested we entitle this "A Summary of a Seminar as Related to a Consideration of New Center Facilities," which we have already gotten into this morning, "And an Expansion of Center Services." He made several points in his letter to me and although they have already been mentioned, I think he mentioned them right away, when we started yesterday morning, I think they might bear brief repetition here.

The first point was that in the past year there has been a leveling off in the number of high school students coming to the centers and he gave as reasons certain possibilities, the school's reluctance to grant released time. And it would seem to me in this direction that later on one of the presentations mentioned the fact that something might be worked out through communication with the school system. I know one reason in Virginia that we have a problem in getting our teachers away for professional meetings any other time than on weekends. It has to do with the feeling on the part of administrators and the people who support the budget in the local community that these people are paid to teach. The same thing is true in connection with getting youngsters away from the schools. There is an ADA which is in operation and their financing in the school depends on their being able to count each individual, each student being present. It seems to me that surely at the state level between people working together high enough in the hierarchy something could be arranged where youngsters coming to such an obvious educational enterprise as this would get credit for being in school if it were testified to by the appropriate people that that was what they were going to do. He mentioned also the increased expense of the visits, the $25.00 fee plus travel and two days here and we have talked greatly about that this morning and ways of trying to keep that cost down.

The second point he mentioned was the imbalance in the counseling load especially in the summer months and that has been dealt with at one time or another through suggestions that there is the possibility of guidance clinics in certain North Carolina metropolitan areas, that we work with the churches and the local schools in these areas and try to provide facilities which would be adjunct to the facilities which they have here. While I think that while that represents a real strain on a staff to have to pick up and leave their familiar surroundings and things which they do as a matter of routine and adapt to changed situations, that it is a genuine and real possibility. Dr. Feingold mentioned this as something they had been doing in B'nai B'rith.

A third point that there has been an increasing trickle of adults who come voluntarily for vocational guidance and my guess is that unless something is done to discourage this there will be an increasing number of adults. He mentioned in his letter to me adult women seeking careers and I think this might also include those who are coming back, in a sense of retreads who had been in some sort of work as secretaries or as teachers and who after fifteen years have had their families, the youngsters are in school, they feel less responsibility for having to stay in the home all day long, and they are not particularly satisfied with doing the kinds of things women do in this day and age when much of the work is automatic in the home and they have considerable leisure. We find this happening at the university level, that large numbers of our people are coming back, women, mature women I'd say anywhere from 35 to 48, 50 years of age are coming back for further education and readily finding positions in the schools. With the advent of the kindergarten program in the State of Virginia, this is coming on us at an accelerated pace. A great many women are going to find what they hope will be congenial work at that level. Young adults, going back to Logan's letter, are coming here for some form of educational guidance or for some help in selecting a vocation. Men, in midterm, changing careers, for some reason or other; often I think perhaps precipitated by the greater general freedom which seems to be about in the country and the possibility that we're affluent enough now that they can find time to change without actually hurting their families too much. One thing that he didn't mention and I don't know that it's a problem here, but we have at the University of Virginia large numbers of retiring service people coming, and I suspect this is generally true. There's almost an avalanche of them actually and we have found, I might add, that in the field of guidance with which I am particularly concerned, that it's amazing how well these people are turning out in practice.

At first the dean of my school was extremely reluctant, I'd say eight or nine years ago he called me in numerous times and argued rather strongly, and you know how deans have a way . . . they can emphasize things better than a professor can, I don't know quite how they get away with this. His point was, "What should we be doing with these military people who knew nothing except ordering people around?" And I must say most of these were retired officers. Now, as a matter of fact, the kinds of people who are attracted to counselor education, I don't know about mathematics or Latin or something else, but the kinds of officers and sargeant majors and people like that who are attracted to counselor education have a basic empathy and compassion and understanding for individuals. And so I think this might be a selective factor which has made our relationship with our retiring officers, or retired officers, a very pleasant one. Also, I don't believe anyone who has not been in the service is quite cognizant that only five to ten percent ever get anywhere near a battlefront or anything like that, some ninety percent are engaged in what amounts to teaching operations. They are teachers essentially and very much counselors, if they're good officers, so this seems to fit in beautifully and we get a great many of these people and I suspect that if we keep our defense forces up that everybody is going to find himself involved in this kind of thing, and a very worthy thing it is to provide professional people at a level already of maturity and understanding.

There is also an interesting thing going on in connection with something that was said a moment ago. My next door neighbor, when I first moved to Charlottesville from Chapel Hill ten years ago, was a McGraw Hill Science Encyclopedia Electronics Editor and our schools were closed, the ones that his child and my children went to in 1958, the year after I got there. The Governor's constable put a padlock on the schools when the federal courts said they had to be integrated and suddenly we found our kids had no school to go to. So Mr. Welch and some of the rest of us got busy and did something about this, or tried to do it as well as we could, and eventually we got the schools opened again with the help of a great many people. But this process got this engineer interested in education. To make a long story short, a few years later after the Science Encyclopedia had been completed and McGraw Hill took its Encyclopedia staff back to New York he refused to go and he stayed in engineering for one more year and then he came over one day and said, "I've been so involved in education that it seems to me that I'd like to spend the rest of my life in it." So he went to the University of Virginia, got a master's degree and he is now a principal at exactly half, or somewhat less than half the salary he had been making most of his life, but he is extremely happy. I saw him just ten or fifteen days ago, he feels that he has found a real mission, something that for him is a rewarding experience and I think we are going to have, I hope, more and more of this kind of thing going on with people who will find that the first directions they went were not completely fulfilling and that there are possibilities of changing a little later on.

I'd like very briefly now to summarize, and by summarize, that's not the right word, I have not tried to summarize the presentations which would have been presumptuous on my part. Instead what I have tried to do is to pick out some things which have been reiterated, which might bear reiteration again, or at least another look at these things in connection with our final discussion here. So I apologize right away if from someone's presentation I selected more items than from others. I don't know whether you noticed it or not but sometimes the way these things are presented adapt themselves better to taking notes than other times. For instance, there would be no problem in noting that my colleague almost directly across the way is a college professor because I ended up with twenty-five clear-cut points. Walter didn't even give me a chance to argue with him I was so busy writing the twenty-five things down.

Dr. Johnson: I had thirty. What did you do with the other five?

Dr. Beard: I think I put down everything you said, Walt, as quickly as I could at any rate. But there are things that are easier to grasp and get hold of and put down on paper for retention and I'm not even sure, especially in view of that slight bomb we had tossed in our midst at the end of the session yesterday, and I'm not even sure that this is a valid way upon which to make discriminations, but at any rate it's the only one I had available, say, without making completely subjective value judgments, so with that foreword, and asking your apology for not including pet points that you've made, and by the way you're going to have a chance very shortly to make them again if we can get some out here, I'll plunge into this.

Dr. Feingold made the first presentation and from that I selected several things which I felt highlights some of the situations that exist here and some of the problems that we are dealing with. In discussing the guidance program of which he is the head, he explained that their primary concern was with educational and occupational guidance and not mental or emotional problems as such, except to be able to detect and make an appropriate referral in these situations. This particularly was what I had gathered, generally speaking, from what I know about the Presbyterian Guidance Program as having been the thrust of this particular program. At least in its developmental period, not to ignore the emotional situations, but to endeavor not to go too deeply into this with the kinds of staff which are employed for these various centers. Now I think this is a better part of valor, not only because one runs the possibility of disastrously affecting the lives of some young persons, but also because it's more professional to stay with those things in which you have competency and which you feel that are your appropriate province to deal.

The second point, and this interested me because a week or so ago I was a member of a panel which included a couple of professors and a psychiatrist in Jefferson Hall at the University of Virginia, and I might add it took me ten years to get invited there. That's about par for the course, I understand. I'm in my tenth year and I finally got invited to the sacred precincts of Jefferson Hall, not to deliver a speech, but to participate in a presentation. The word "normal" was used in connection with some of those presentations. I was using a letter from the Dean of the University, that's an inflated title for Dean of Men which we use at the University of Virginia. We never do anything in the simple fashion if we can do it in a superlative fashion. So our Dean of Students in effect is called Dean of the University, by the way I might just add an aside there, that there is a practical reason for this--it helps them to up his salary sufficiently to keep him interested, and he does stay interested. We are planning . . . I know this sounds somewhat archaic to mention this because every outstanding university in the country has a counseling center, but we don't have. For a long time it was felt that the gentlemen who came to Mr. Jefferson's academical village could sink or swim. If they couldn't make it, why they had no business being there in the first place and whatever remnants were left could be taken care of by people who sent them in the first place. We had no particular responsibility for that. I'm afraid that sounds a bit brutal but that's the way it worked out. We have a university health service headed by an M.D. who through the years has decided that he should be a psychiatrist. So that, I have been told by the students who go there, that it doesn't matter what their complaint is they end up figuratively on his couch, which exasperates them no end. Of course, we have a medical school and we have an N.P. division and we have more psychiatrists than we know what to do with there, and a great many of us feel that they ought to be, considering the salaries they are paid as contrasted with the regular professors' salaries, they ought to be given something to occupy their time. I can't see in our setting up this counseling center, and we plan to have it in the budget, any reason why we shouldn't deal primarily with the, what our Dean of the University calls the normal student. Well, I was so delighted when Dr. Feingold used that term "the normal student" because when I read that portion of Dean Runk's letter to the assembled students and faculty and psychiatrists who were present, I got nothing but snorts about what is the normal student. Well, of course, I recognized that this was going to come and so I braced myself for it and I put "normal" in quotes when I read it even though it wasn't in quotes in the letter since Dean Runk is a biologist and he feels it is perfectly all right to classify things as normal if they don't stretch too far on the continuum in either the negative or positive direction. I think that from a common sense standpoint I absolutely agree with him. This business of declaring everybody who happens to deviate from an abstract median as a little off one way or another is just a wee bit ridiculous and in its way it is redundant too, and it defies us then to work sensibly in a situation where people are trying to be so restrictive. At any rate Dr. Feingold stressed the point that normal youth need more help than ever. There is not too much guidance but too little. And he gave as one reason that perhaps that their needs are not so visible. And I don't know when I've seen in my twenty some years of experience as a counselor, I don't know when I've seen or heard a term that struck me quite so vividly, almost as though it were in neon, as that very comment that "their needs are not so visible." They are not aggressive, they're not pushy. I think Kathryn used that term, that certain students, if they are going on to college, they're anxious to get into college, their parents are pushing them, they become quite aggressive and they do get into talk with the teacher and the counselors and they take up an abnormal amount of time, but the average, normal fellow, who is considerate, thoughtful of the other person, realizes the teachers and counselors are overworked, tends to stand back and hold back and these people frankly are just overlooked. I mean we take care of those pressing cases and we let the worthwhile ones sometimes, maybe the more worthwhile ones, go by.

He also emphasized "wellness" and I like that idea. I think that there has been a neurotic tendency in this country in recent years, and maybe it's always been true, but in recent years it's come to my attention more, to dwell on the things which are disturbing and upsetting instead of looking at the sound fundamental core, upon which frankly, most of us operate. If for five minutes in the day one of us happens to spin off center, someone writes a major story about it, forgetting that there were 23 hours and 55 minutes in which we were quite normal, reasonable and rational in our processes. And I like that idea of trying to get the kids to see that, "Look, you're not nutty or crazy or ridiculous, we all have these feelings," and emphasize the concept of wellness and wholeness and so on.

He felt and it was mentioned again several times this morning, "The Center can best serve on the college campus," but he did warn that the site which is selected is important, and as I recall he said there was a study at West Virginia University being made, and frankly if I were Logan or one of your people involved, I'd kind of like to know a little more about that. That was new to me and I don't know that I even thought much about that before, but it looks to me like it would be significant. And then a final point I want to mention out of all the very fine things that were said, "That whatever service is had here, or is developed here," I shouldn't say that. "Whatever services are ongoing here and whatever changes are made should be on the basis of the youth you serve," and I realize that the staff here recognized that they had other things to do in this particular conference but it seems to me that if I were looking forward to the changes that are about to take place here physically as well as perhaps otherwise, I would want a pretty careful analysis before me about what kind of clientele we have had in the past and what disposition has been made of them and so on and see perhaps if I could get some clues from that in what direction it might be best to go.

Mr. Lindley's discussion was most interesting to me, having been in industry for some years myself and having retained an interest in that general direction. I was pleased with his concept of the "Art of Futurism," and what values we could get from looking at another kind of activity and seeing what, through their planning concepts, we could gain of benefit for dealing with this situation. He specified particularly that one should center on what is decided finally as the real issues that absolutely must be dealt with and we should examine all kinds of alternatives in connection with this. That we develop "cost benefits" and I like that term and as I got to thinking last night I wasn't too sure I knew what it meant in its final details, but I like the sound of it, and I have a feeling that what you're saying here is, "It's sensible to look at what things are costing you, not only in terms of actual money but in terms of time and effort" and seeing whether or not benefits derived from this service are consistent with your goal or mission. I'm pretty sure that's what he had in mind. If we were dealing with the manufacture of paper or cans or something like that, why it wouldn't be a hard job at all to find out in a hurry whether it was paying off. But in this human relations area it is a much more difficult task. He said that we ought to come out with a realistic appraisal of what can be done in terms of the situation as we see it, and I think that's been developed in the first forty-five minutes this morning. Some very interesting facts are coming out. Mr. Lindley also stressed the value of aides and he has come back to that repeatedly and others have been joining him. He wanted static procedures in this situation avoided and there should be utilization, and I believe not only Clyde but others stressed this, the utilization of teenagers to the fullest possible extent. That it was necessary to get their point of view, and I might add that this used to be a gospel with me and I still think that it is important, but they are the ones seeking guidance and I think we should remember that, and when we do get information from them it shouldn't be primarily from my standpoint. Now as I stand here somewhat in the guise of an elder citizen, unfortunately, I think it should be from the standpoint of understanding and empathy because I do want to know what the young person thinks, even though I know he's wrong.

One point Clyde brought out was, he suggested utilization of the newest devices, television playbacks, etc., and I was talking with a Presbyterian radio, television and audio-visual man who was here yesterday for a while and he tells me something that I found out just by chance before Christmas, that if you use certain products from another country that you can get some very, very inexpensive but very practical kinds of aids of this sort which reduce the cost by tremendous proportions, down to about five or ten percent of what it first was six or eight years ago. We may want to look at these newest devices and this kind of thing a little more.

Fourth point--reduce jargon into understandable language on reports especially to students and to aides and lay persons in general. Some years ago I had an interesting experience in that. I had been complaining at the faculty meetings at the University of North Carolina of the School of Education that I thought the catalogue as it was written was nonsense. I had been getting away with that for years in various places. I had been, you know, making that statement and sitting back and taking it easy, but this time the Dean turned to me and said, "Okay, you write it." And believe it or not I got stuck with writing the whole blasted catalogue and since I was in charge at that time, among other things, of English Education at the University of North Carolina, I tried to put into effect the best principles that I had been taught and this worked very well until the final showdown. I had the whole format worked out in detail. I had thrown almost everything out, I might add, so that you knew what was going on when you read it. One thing I overlooked was a bit of chicanery at the upper level. One reason they write the catalogue the way they do is to be sure that they're covered from every angle. It doesn't make any difference what a student or professor says, the administration has a way out through the catalogue as it is generally written. But at any rate, I was trying to wash all this out and the Dean called me in and I'll never forget those two days. We went over everything I'd written, word for word, and he changed it back practically to the way it was. So in case it's any help to any of the rest of you, especially you younger people, don't make that mention in faculty meetings because it doesn't help you any.

But the fact remains that there are all too few reports written in understandable language. The fortunes of war tossed me into the 142nd General Hospital in the spring of 1945, and I had a strong classical English background and minimum of psychology to get a doctor's degree, I would say. And I was told to write medical reports, so I sat down and wrote medical reports that anybody could understand and the whole United States Medical Corps was thrown into an uproar when these reports started going through to New Delhi, which was the center of the India-Burma Theatre. We had a lot of fun, and I refused to change my way of procedure for two reasons; one, I was ignorant, and the second, I felt that it made some sense. I was dealing with these patients and they were telling me things and I wrote down what they said. Now someone said that, I think Clyde, write down what the youngster says, so that somebody can read it, and they wanted it changed from the usual NP stuff which nobody can understand. I found out later that there was a reason for this, they don't ever cure anybody. So, it's absolutely crazy to put down anything that you can be judged by.

Dr. Davidson: This is the Army medicine you're talking about, of course?

Dr. Beard: Oh, yes, Sir! The Army medicine naturally.

Mr. Lindley: The medical profession is changing the content of their medical reports now. It's slow but they are doing a better job.

Dr. Beard: The fifth point here has been mentioned so many times. Refuse to be static in procedure, be flexible and experimental, try things of that sort.

The sixth suggested reconstructing the role of the director. Now, we've looked at this a time or two. Dr. Evans spoke up when that came up and said that Logan's concept as seeing the job as training and supervision was a break with tradition as he understood it from any other center, and it would look to me as though in a way that had already been accomplished here. At least, from one standpoint a very positive one.

In this discussion several remarks led to the conclusion that we must find a compromise between the youngster's expression of needs, and how they see things in adult leadership, and how we see things. I could explore this, but I'm not going to. This is a point of great interest to me and I'm going to get an opportunity through a discussion of techniques of counseling to deal with this in Dallas in another couple of weeks. I'm going to get in trouble too, I know, because I have a feeling about adult leadership and how this must fit into the situation, particularly since the subject we're dealing with has to do with people from different cultures. We decided to call it different cultures since if you call it deprived that gives a depraved connotation to it instantly, and so we just call them different, but if they're going to get into the mainstream of life why I don't see how in heck anybody can get into the mainstream of life without starting to accept or recognize some of the standards and values that are involved in the mainstream of life. And in the meantime I hope nobody makes me stand up and argue for what's going on in the mainstream of life. I'm sort of caught in a fire here the way things are going.

Dr. Evans stressed the importance of remembering limits to the Synod financing, and I think that was mentioned again and he referred to two new or relatively new programs which are supported--campus ministry and guidance. The latter, how can we do this creatively on what amounts to marginal support? Although as I listened to the budget here and then I look at the budget we have for certain things at the University of Virginia, frankly I'm not sure that I'd even consider that marginal. I think that's a fairly positive contribution as things stand. I see we're going to have to tighten this up.

Dr. Sievers said a lot of things. I love to hear Frank. About every two or three years I get to hear him and he brings me up to date on statistics. I don't know what I'd do without you being around, Frank, if I had the chance to be somewhere near you so I could use these figures in talks that I give myself in presentations. I always give you credit so the U. S. Office of Education is getting credit for that. It's one of the few things I give them credit for these days, it mostly goes to Dr. Frank Sievers, but I'm going to skip all that because I thought that for our purposes, that was very helpful and I'm delighted that you gave it and I think it helped all of us. But for our purposes here I thought Dr. Sievers hit a thing which, as far as I'm concerned, is one of the highlights of the Presbyterian Guidance Program. He saw this as unique, a Christian vocation and all that is significant in that. I might add that several of the others of you mentioned it and I'd like to add a point myself that I just think this whole concept of our helping young people, especially in the community and in our families, develop a set of values which will stand them in good faith is so incredibly important and that if there is one service such as the Presbyterian Guidance service that can honestly and within its mission deal with these values without outraging public decency, then I think it is a wonderful thing that it can be done. He went on to say that he considers this supplementary to public education and to guidance. He discussed by working with community action groups there might be a possibility for some financial aid and I think that this is entirely possible. The National Institute of Mental Health, he said, was another possibility and this could be explored by knowledgeable people in this area. We're getting a great many more of these. Many school systems are employing people just to check into the Federal Government possibilities for support.

I obviously, I'm going to try and finish in just five minutes and will just recapitulate the last two pages. They were just as scintillating as the first two but we want to get to the discussion.

Dr. Johnson: You mean you only got through two pages!

Dr. Beard: Dr. Taff mentioned communication before coordination and contact to all state agencies and not just state agencies but the agencies such as North Carolina Education Association, the North Carolina Guidance Association and so on. Of course, I'm positive that having known Logan in the past that he's not going to miss any of those chances. He also mentioned temporary centers in the summers in certain areas. He talked about the use of college dormitories, expanded service and work with public school counselors and training of aides, etc. in the summer particularly when this break in the continuity of students coming here occurred.

And he mentioned, or someone in the discussion following Luther's presentation mentioned, the use of aides in bridging the gap in the generations. I thought this another fresh thought that I got out of this conference.

Miss Ray had a great deal of information to give us about public school counseling. She said she felt that there could be some overlapping in the public guidance setup versus the Presbyterian Guidance Center, especially in testing. I might add here that my experience in life has been that there are certain things that well bear overlapping and some repetition, and I frankly don't see that as too great a problem and if it does become so they have the machinery for dealing with it because I heard them mention it.

The second point she mentioned was that, or in the discussion it was brought out, that there is more intensity at the Presbyterian Guidance Center, psychological as well as vocational. Actually, more counseling can generally be available to any youngster, generally, than in the public school system as things now stand. Here again, Center people were urged to try new procedures, especially group methods were underscored. I think Clyde mentioned that again.

The need to bring in parents and students together and that's a possibility which we're undertaking to get our counselors to do in the public schools and also is a thing that could be undertaken here. It probably already is, I know it is, but I think that it could be stressed to an even greater extent.

Dr. Lacklen pointed out that the high schools miss many young people and there was a series of statistics provided to prove that this was true, and it surely is. It is not just an assumption in that Presbyterian Guidance working through the Church has an opportunity to pick up some of these people that otherwise would have been missed.

Miss Ray stressed something and I think it's so true in almost any state, the differences in people in different geographical areas. I found this interesting as a former Tarheel resident to hear this discussed once more.

Dr. Johnson had his twenty-five points. I just couldn't resist mentioning some of them because I thought they were pretty darn good, all of them. I must encapsulate these though. First, he stressed not just spiritual but also social and community roles of the church and that this is a pervasive thing and it's one place where the modern church, I think, can feel free to work. I recognize that there is something going on in the modern church, I'm not quite sure what it is, but it seems to me that in a way there is a turning away from spirituality. If there is, we can put a little more emphasis on social and community roles of the church. Although I kind of wish in my own thinking that they would go back just a little bit more to the spiritual and then maybe the social and community roles wouldn't be quite so important.

The very strong point was made by Walter. I've known Walter over a number of years. I'm sure this is very meaningful to him, and to anyone who has concentrated as much of his life and energy on counseling, and that's the inter-relatedness of all life and the significance which is involved here. If I had the chance and I'm very much impressed, I've been using Erikson's work off and on for years, but for some reason or other this did not come to my attention until just recently with the tremendous volume of things we're supposed to look at, you just overlook some fine things. But I had used Erikson's developmental processes in my classrooms, his way to develop personality, for many years and he discusses this inter-relatedness magnificently. Because you cannot separate a person's development of personality and character from the time and circumstances under which he grows. You never know for sure what the impact is, but it's there and it's involved and you're taking a false position if you don't recognize it.

There was stress on a solid foundation of a good value system and I'd say Amen to that.

The need to start earlier with young folks and that not so much in connection with the decision and surely I thought the last presentation, Dr. Lacklen's presentation, indicated absolutely without any question of doubt what many of us had thought for a long time, that in a way the decision is not important at all. It's the procedure by which it was arrived at and the satisfaction which the person feels, what he feels, after he has made a tentative commitment for the next step. This is the kind of thing we need to perhaps, at least, to look at this earlier. I must say that there was a time when I would have jumped up and down and backed that absolutely, but I must indicate doubt right here, because I have had some things come up in the last year or so which led me away from my earlier enthusiastic support of such things as anecdotal notations of youngsters' aspirations for a job from the first grade on through. I'm not so sure that that was such a hot idea of mine, not mine, but that I had adopted from talking with somebody else. And I'm sort of sorry that I got some of my people started in it. I think maybe there is a better way to approach it. In any event, that's almost beside the point as we all accept the need for this value system and the need to start earlier with these young people. He said, and I believe he's right here, and I'm sure that there are some steps in this direction, the need to build evaluation into the ongoing process is an absolute must in counselor education. But at the same time that you build this in you've got to allow some leeway for constructive change and I'm sure that we're all aware of that. I know full well that Logan would not have passed his comprehensives at the University of Virginia if he hadn't thoughtfully made that point on evaluation.

Six, are we serving the needs we should serve, or is there too much emphasis on the college-bound? This question often comes up and I wish Walter had not asked it, and some of the rest of you could join in on this. I think it is natural though for us to spend more time with the college-bound because the way things are geared in schools and at most counseling centers, it is very difficult to find anything to talk about with the young person who is going to the local factory to get a job where he can be trained or shown how to do it in a half day or so and under supervision for the next two or three weeks and then turned loose on the job. I mean what the dickens do you go into. Obviously anybody with a modicum of common sense and willingness to do the work can succeed at it, so all this talk that we do about spending so much time with people who are bound and headed in the direction of the professions, I wish somebody would come up with what we could do with youngsters who aren't particularly ambitious and who are perfectly willing to take some of these service jobs that are available. Now I know some things, but I mean in the sense of devoting the major proportion of our time, or at least a half of our time dealing with these people. Now I'm not talking about emotional and mental problems, you understand, I'm talking about educational and occupational choices, not mental and emotional problems and that kind of thing. That falls into another category. I think you ought to include those who aren't college bound and who should be college bound, and that's a much bigger population, that's a better selection of people who could appropriately benefit from further education. The ones we get here are obviously college-bound and the ones who aren't coming are the ones that maybe should be college-bound and aren't.

Our feeling in this context is, at least mine is and I think, I know Logan and some of you share the same feeling, that the appropriate kind of counseling at the educational and occupational level and taking into account the suggestion you made just a moment ago, a better and more appropriate selection of help, choice of people would tend to do away with a great many of the mental and emotional frustrations that young people encounter. You see, if they didn't have these things obstructing their lives and disconcerting them, then they would be freer to utilize their life energies.

Well to hasten on, and I do have just a moment or so more and we'll be finished. Spend more time in training and utilize high school counselors was another suggestion made. The short-term operation, and how it can be most effective, what is accomplished in two days. Information, attitudes, values, are these to be changed or modified in any way? What does the counselee take back with him and somebody, either Walt or somebody, in that context said something about "Wouldn't it be kind of nice if they had a chance to write just a brief note about something on this just before they left." I recognize that two days are crowded and it's a problem, but at any rate it was suggested and it's worth considering.

Finally, the staff should not be afraid to talk religious problems and faith with young folks who have such questions. And I think the point was made, as I mentioned a moment ago, that this is one of the few places where you could feel that within the profession you would have a right to let these youngsters wonder a little about their faith. And it is no wonder that they do wonder today in view of things.

Mr. Lacklen's presentation coming at the end helped upset some of our cherished myths. I think he should know, and probably he does know, that as a professional group we are not so naive as it might be thought that we are. A great many of us have seriously questioned the grading system in our schools and particularly in the colleges. Not from the standpoint of trying to diminish the effort with which professors and teachers proceed to cut or undercut students' motivation, but rather to be quite honest, in terms of the values of the grade that we are giving in relation to the potential of youngsters. On the other hand, if some of these kids are succeeding rather well with C's, it's like "He who laughs last, laughs best." So maybe there is a certain kind of justice there too. I personally was very much impressed with the BIB (Biographical Information Blank) testing possibilities, and I congratulate whoever was responsible for bringing this gentleman here because this introduced something that I am somewhat ashamed to say, except in a periphery fashion, I simply had not noted before. And you brought it with such overwhelming vehemence to our attention that you may be sure I'm not going to overlook it any more.

Finally, Logan wanted some pratical and pointed suggestions which no doubt we'll give him, along with a few other things before we leave. I think in the final column we must remember the various parts that the church and the aides play in this program, having to do with orientation readiness, preparation for the two days at the center and the follow-up which is not completely clear in our minds as to how well this is done and what values come from it. There is the Synod's committee on the program plan to build, as has been discussed, this $100,000 for a physical facility for a guidance center. Specifically what are, and this I'm quoting from Logan's letter, "Specifically what are your ideas about type and size and location of such a building?" With that, Logan, that completes the survey and summary and I turn it back to you.

FINAL CONSIDERATIONS

Group Discussion

Dr. Cockrum: I think it has been illustrated very well here the caliber of the kind of presentations we've had in the presentation we've just listened to. This is reflected in the excellent job each of you has done and the excellent job that Dick has done in the area of reiterating, not summarizing, Dick. Let me say this, we're going to be a little pressed for time a little later on. I'll make one more point, lest in the flurry of the last minute I don't say it. We had asked you all here because one, of your competence, your wisdom, your knowledge of your field; and two, because, this came up earlier, of your humanity, your concern, your compassion for people. I think this is true of guidance people, this is why they are in the field. And this has been illustrated time and time again as you show your concern for the people we're working with. And this is very much appreciated.

Dr. Davidson: Logan, can I just take this moment to express my thanks from the point of view of the college. We have a distinguished scientist, a physical scientist, as well as these distinguished social scientists on campus and I have an appointment with him in just a few minutes. It was the only time that I could work it in. We didn't mean to have quite so much distinction at the same time.

I just think this is going to mean a great deal to the whole guidance center movement in the Southern Church, don't you, John? I think that we've got something to contribute to the movement as a whole and we are indebted to Logan for the ideas and the arrangements, as well as to you gentlemen for your willingness to take this time and participate.

Dr. Sievers: Well, we appreciate a busy Dean taking his time, too.

Dr. Davidson: I've got to get back and see if the office is in as bad shape as someone said it should be.

Dr. Johnson: It's very seldom that you can get a Dean to sit still this long.

Mr. Evans: Bob, before you go, one of the things which I think has come through here in this day and a half is a kind of reaffirmation of the College's interest in this Program.

Dr. Davidson: Yes, it was good to provide this crisis situation.

Mr. Evans: The thing that I would really hope for, and I think it's been expressed so well earlier here, is to really work out an ongoing creative covenant between the guidance program and the college. Would you see this as a real possibility as something that the college will enter into?

Dr. Davidson: Right, we've been working on this, as Bob Turner's suggesting, and have some initial statements that we have fought and bled and died over. But it's true, isn't it, John, that this is a problem in all twelve centers.

Mr. Evans: I think that when we approach this as a kind of covenant together, we'll capitalize on our covenant theology in the Presbyterian Church. And I think we will work out some of these solutions. I think the presence of this group here, talking like this, thinking deep thoughts, reiterating some advantages, this has been very, very helpful and constructive and I hope it's going to issue in real progress. I was wondering whether or not you kind of sense that too?

Dr. Davidson: Definitely, and I think it was one of the significant contributions of the group being here.

Mr. Turner: Mr. Chairman, before we get involved, the chairman of our Christian Education Committee in the Synod was very sorry that he had a long-standing appointment that made it impossible for him to be here and he asked me to serve as his proxy. Let me say for the committee and the Synod that we are indeed grateful to you men, and lady. We think this is one of the finest things that has happened, certainly in the guidance program and in our Synod. It has been very helpful to us, and we are indebted to you.

Dr. Sievers: Could you carry something back to the chairman of this Synod? He has sent a very valuable and helpful substitute.

Dr. Johnson: So moved, I'm sure. . . .

Mr. Lindley: Entertaining, too. . . .

Dr. Sievers: Yes, thoughtful, entertaining. . . .

Mr. Lindley: I don't know if this is the place to say it. But you know, I've been with the American Board on Counseling for a number of years. One of our aims was to try to get college centers and other guidance programs that are offering services to students and the public at large to seek this evaluation. I must say that I'm terribly impressed with the fact that you have held such a conference like this where you have made a serious attempt to make a very objective evaluation of what you're doing.

I think that this has an impact, not only upon this program here, but on all of your guidance centers in the Presbyterian Church. Also I think it extends much further than that. It extends to the whole profession of counseling and guidance and I, for one, would be very disappointed if some publications in professional journals did not come out of this meeting. I think this is a necessary part of what Luther mentioned, the communications process. And I think we have to get this message around to our professional colleagues. This is a real need in the profession--to seek objective evaluation of their own counseling programs. This is a very admirable thing that you've done here, and I think that we've been real fortunate to participate in it.

Mr. Turner: And we're particularly indebted to Logan Cockrum whose brainchild this was. He did the leg work in setting it up as we recognize immediately.

Dr. Cockrum: Clyde spoke of this as being a courageous thing and I'm not sure whether it was that or pure ignorance.

Mr. Evans: Well, I want to say from the vantage point of my office where there are twelve such centers, this being one, that this is most helpful for us and will spill over in other places. I've got to be at a meeting next Friday and that one is really trying to wrestle with the same thing.

Dr. Feingold: I think there is one thing I want to say as long as we're in this sort of mood. As you recall, four years ago I spent four days at Florida Presbyterian College. I guess I visit fifty to seventy-five college campuses a year. I have no research data to give you, except the impressions I gain in visiting colleges and meeting a lot of people on campus. I love to speak to students when I'm on campus. I still feel that in the other Presbyterian colleges that I have visited, and here too, you catch a "certain something or other" I think we're missing, particularly at some of the larger universities. Walt, I'm not mentioning yours. But I was at Ohio State last week and I could mention Wisconsin the week before and other schools. I think that the reflection of what you're doing in the guidance centers is also part of the total university. There's a certain something here that I catch; I hope that it continues in the work that you're doing with this humanness approach. We can feel your dedication. Perhaps it's because that in a fast moving technological society where we're almost being overwhelmed by numbers and so many other things, that at least here you can come to a place where you have the feeling that there is time for each person to be an individual. Let us come back to the givens that you predicate in your Program. They are important. As we change, and I think as you will change, I hope that the image that I see now, maybe I'm projecting, is a very, very positive one. As I look at the youth, the youngsters here and I chatted with a few, I think that you can sit back and be very pleased. I think many educators are concerned. As you know, Frank, Hugh Houghton recently left the U. S. Office of Education. I asked Hugh, "Why are you going to teach again?" He said, "I don't understand today's youth. I'm going back to college to see if I can find out." Well, one of the schools I'd like Hugh to come down and see is frankly, the schools that you have. They are small, where people are being treated as individuals. I would hope that as your Guidance Center (which I'm biased) should grow and develop. I think the impact and the image that you're presenting will continue.

Dr. Johnson: I think, Norman, I'm one hundred percent a product of public institutions, right from the rural school on up, but I'm a great defender and proponent of the private college tradition from a very selfish standpoint. And I think this is something that we sometimes forget, and we've got to watch this apparently losing battle in terms of the disproportionate ratio of numbers. But one of the most significant things that happens in a private college is to maintain some of the principles of education that we want to hold, but that we can't always defend in a public sector, politically or economically. I think there are a great many of us who are very strong defenders of this important aspect of higher education. The smaller colleges play a very, very important role in our higher education system--a system which is unique in all the world--and in my estimation the best anywhere in the world.

Dr. Cockrum: You've raised some points now for us. I think the last statement was, "Let's get very pointed and practical."

Dr. Beard: Yes, well, as I recall, the letter referred to "interlocutor" and also mentioned "moderator," which I prefer, because I'm not too certain that I want to serve as middle man or straight man, or end man, for this group.

Dr. Johnson: Couldn't you be a moderate interlocutor?

Dr. Beard: See, that's what I meant, I would rather get off that bias entirely. And out of everything that we have reviewed and the many things which it was impossible to include in that relatively terse review, there are elements which still have not been refined to, I'm sure, the point which Logan and Dr. Evans and Dr. Turner, and some of the others are hopeful. It seems to me, in thinking this over, and Logan and I had breakfast and discussed this, that it is a little difficult to pinpoint this in a constructive fashion in what's been sort of a free-wheeling presentation and give and take. Logan, I would almost be inclined to try to keep in mind what they're saying and let people who have things that they either want to reiterate or want to extend in a specific fashion to just do so. We've not had any problem with the people trying to get into the conversation. I know yesterday several times I kept trying to edge in and finally only through the grace of Frank here, could I get a word in edgewise. So now, as the saying goes, is no time for us to dry up.

Would you like to, well I think we sort of left the building itself, which with this thought, one of the last things that was said, was that the building is going to depend, someone said, upon how expansive and how extensive your services are going to be. So we're really going to have to go back again and look at this function and at the staff relationship. And I've already gotten two things which I think were contributed earlier this morning as among the things given, which strike me as picking up yesterday but extending.

Walter mentioned the need for a full-time counselor on campus in a college of this size, and the relationship which might be developed there, in connection with an institution of this kind, this particular kind. I know this is a ticklish thing, this question of divided staff because I have been victimized by that situation several times. When I came into North Carolina I was on both the staff at North Carolina College in Durham, and I was on the staff of the University of North Carolina. I spent several years in frenzied activity between both institutions. And since I wasn't getting any younger, it occurred to me one day to say to the President of one institution, and shortly afterwards to the Dean of the other, "By the way, what happens to me? To whom do I look for promotion?" And you know what, both said the other fellow. And this is slightly discouraging to say the least. In each case nobody would give me any travel money. I mean I didn't have any home really, so I think--I know there are dangers in what amounts to divided loyalty. So this thing has to be worked out very, very carefully and make absolutely sure where you stand.

Now one way we deal with this at the University of Virginia, I'm not sure this is the best way but it is one way. Everybody on our staff from the President on down is a teacher first, and then he is an administrator. Now note, that has severe and serious weaknesses but at the same time, in some situations it's not bad. For instance, we're looking at about fifteen different persons as potential director of our new counseling center. That person will almost certainly be on the counselor education staff. I mean he will get his rank, and I might add his salary to some extent, from that position. And so, but he won't look to us for promotion or anything like that. He will be geared to the ongoing activities, the same thing is true of student aid, the registrar's position and all the rest--the dean of admissions, they also have academic rank. Thus, in this way, they all feel a part of the faculty. For instance, the Dean of the University teaches a class in biology once a year, either in the summer or sometime. Now that also augments salary because that's over and above, as Dean Davidson mentioned, this is a way of helping augment the salary.

__Mr. Turner__: Would you react to something? We had, the President of the College appointed a committee some time ago, faculty and administration, to study what the relationship between the College and the Center ought to be. Now, one of the things that came up in that findings was that they would not agree that members of the staff of the Center, that is, professional members should necessarily be teaching in the college because they said a man may be a perfectly good counselor but not necessarily a teacher.

__Dr. Beard__: Well, I find that a little difficult to accept, since teachers are of all qualities and characteristics. One of the finest teachers that I knew at the University of North Carolina was W. Carson Ryan. To my certain knowledge, in the five years I was associated with the distinguished Mr. Ryan, he couldn't give a speech equal to Donald Duck, oh, that's a little unfair, but he just barely got above a murmur so you couldn't have heard him, but this man was absolutely dynamic around a table like this. He was a tremendous seminar leader, and nobody ever had worked with him who didn't come out overflowing with wisdom and knowledge, isn't this true, Luther?

__Dr. Taff__: Oh, yes. I still remember him, and he was just fine.

__Dr. Beard__: I find it so difficult to define what makes the characteristics of a good teacher because there are so many ramifications. I would think that anybody who had within him whatever the characteristics are of an effective counselor, would be able through careful selection and assignment of classes, say at an upper level or something, to help these young people benefit. So right off the bat I would say that unless you were hiring a business manager or somebody like this, obviously somebody whose competencies might lie outside say, our realm of interest, I would find it hard not to see why this wouldn't be possible.

However, please don't misunderstand, there are weaknesses in this process. And we find at the University of Virginia that the President has to have an assistant professor as his backup man because the President is gone much of the time and so he comes in and says "hello" to the class and as far as I know he briefs them occasionally during the semester, and probably ends up there saying "good-bye." The Deans, several of the Deans, have just gotten so upset they've quit teaching and despite, they're not supposed to, but they have. They're supposed to keep a class, they have to travel too much. The Dean of Engineering, for example, is gone almost constantly. He's on one of the Atomic Energy Boards and they're meeting constantly, and he just quit because he said he wasn't doing a proper service to the students. This is only one way of dealing with it, I'm not particularly anxious to promote that, except to note that Walter mentioned, and I think that it has merit, think it has some possibilities. . . .

Dr. Johnson: Let me add a little bit here, I think we'd be transcending our responsibilities if we get into administrative arrangements. But I think we should iterate the principles, and the principle is that it would be desirable if you have a contiguity like this, to establish administrative arrangements which would guarantee certain kinds of economy, but certain kinds of cooperative relationships that could be possible, and then the individual decisions I guess would have to cover. . . .

Dr. Cockrum: Let me say this, Walt, what they've actually done as I understand--and Bob Davidson can back me up here--the College has said in effect, after a long struggle, that we can't give you faculty status, we will give the Director administrative status.

Dr. Johnson: I don't know what kind of thing this means.

Dr. Cockrum: We don't either.

Dr. Johnson: Well, it's none of our business. . . .

Dr. Beard: Well, this still wouldn't preclude the Dean asking you to teach occasionally.

Dr. Johnson: It's a shame for the college not to use some good resources that are available and vice-versa, but this I think is only the principle.

Dr. Beard: That's true and I'm glad you made that point. I think all we can do here, and all we ought to do, is simply explore ideas. . . .

Mr. Turner: Well, I just wanted to get your reaction to that.

Dr. Beard: Well, my reaction was, as I said, some people are quite lucid and fluent, and I'm not too sure they're the best teachers. I think that if you say it too fast and too well, that the people are perhaps mesmerized by what you say and they go away with a glow, an empty glow. I think I've been guilty of that. So, I remember a German professor of history to whom I had to listen so carefully to make sure, when he garbled his syllables, that I was getting what I thought I was getting and I had to go back and check it in the textbook and notes, but I got that history the best of any history that I ever got. I knew it better than he knew it I think, by the time it was over. And yet going in there you'd have been so disgusted by his German gutturals, but actually he was tremendously effective, the way it worked out. If you were an earnest student, now I think there's an awful lot about motivation and interest arousing and this kind of thing, some teachers are just naturally spontaneously able to delight students and interest and intrigue them, others lack this capacity and the student then has to meet them at least fifty percent of the way. But, here again, these are policy decisions. And I'd like to say too that Dr. Feingold's point about the internship program possibilities would be more easily arranged say, if this were in connection with or close to a place like the University of Virginia or North Carolina or something like that. But I don't see why distance in a flat country is prohibitive either. And you do have universities fairly close--North Carolina, Duke, the widespread North Carolina university system. It seems to me that there are genuine possibilities here and a hook-up of that kind is, I think, a very practical kind of matter.

Dr. Taff: It would be very beneficial to us too, Dick. I think we'd profit from it.

Dr. Cockrum: Dick, I think your suggestion is very good. It may be that in the last hour that we have left each of you that has collected further thoughts through these sessions could come out with them now.

Dr. Beard: I think that's what we should do, yes.

Kathryn Ray: I have a very real interest in the Program that you're going to provide for the young people, and I think that there's sort of a pet idea that I have in career planning. I'm thinking in terms of a process, what happens in your Program should not be an event in the life of this child, it should be a process. I think we're going to have to keep in mind in working with all of them the changing society in which we live, the necessity for keeping an open mind, flexibility in their plans for the future. The fact that no one will hold the same job all of his life, and it is very important to think in terms too, if we are to do career planning in working with these children, like Dr. Evans said, I think it's something I can't let go of either. I rather like the fact that there's going to be all sorts of youth involved in your working effectively in your program. And I see society as a big curve here, and maybe with the Presbyterian Church dealing with this segment of society up here on the plus end of the normal distribution. It could be that you're not going to have, from the standpoint of affluence, some of the children who have the limited exposure, the deprived children, to any great extent. But nevertheless, you're going to have the variance in ability that's going to demand of you a flexible approach, to meet any need of any child. In thinking in terms of the process, I also think in terms of some sort of coordination between your Center and what's happening at the local church. You all are very busy people, this is asking too much of you. What can be done in the local church? I think of school first, and I think in terms of what happens in the school, if you don't assign some responsibilities somewhere. If there isn't an understanding sometimes these things just don't happen. We like to think that they will, but they don't. And so, I'm thinking in terms of having someone from the church behind this program, supporting this program, initiating if you really want to do it that way, explaining it to both the counselor aides and the students together, and then sort of following the progress of this activity, not involving himself too actively, but just sort of assuring the progress of this thing. I think if it's going to be a process and if it's going to be a pre- and a post- to your visitation to the College, then I think that something like this must be thought about at any rate. I don't know the answer, I don't know whether in the big churches where the staffs are larger that this might be assigned to somebody else. In a small church I think that the minister himself might be the person who would work very closely with it.

Dr. Cockrum: This is difficult. This is very definitely one of our basic problems, Kathryn, and right now this is one of my duties too. As Bob said, what we hope to do is get in the Presbyteries a person responsible to see that in the local churches there is someone responsible for this.

Dr. Taff: Is this not also going to involve, maybe at a higher level, the literature of the church? I still like to go back to Kathryn's idea of the process that's going to take you over the eight weeks, and more of your eight years kind of thing, beginning earlier here. And I think I don't know enough about your church or organization, but somehow there must be some guide in your church curriculum for your local church. I would think that would extend what you already have to incorporate the total process.

Dr. Sievers: I realize that I have to leave in a few minutes and I'd like to throw out two things. I think probably the big strength of your Center, of this Center as it is conceived, is really the involvement of the local church, and the vocational aide, I believe that's what we call him. Now in some way his contact with the school, this thing that you folks have been talking about, stands or falls on the kind of person who is operating there. It is money well spent in in-service education with these individuals, or at least making sure that these persons are right. Then they, or the minister, as you were saying, maybe in the real small church, but if they can take the initiative and approach the school easing any tension that they see as to a competitive kind of service. You see it's a little more difficult for the school, trying to serve all the children from all denominations, to overtly approach Presbyterians as such and begin to talk about this. But if the church itself takes the initiative, I think maybe you'll find ninety-nine counselors out of a hundred pleased. I'd say they'd be very happy. And, of course, the very real role in getting these people ready for this experience here, and this follow-up by the counselor. Again we go right back to that vocational aide as maybe your real key unless you change your whole program. I just wanted to emphasize this, in what I think is almost the Achilles heel of the whole Program. It just rises or falls on how good this person is and how well he limits himself and if he tries to go beyond his depth, why then you've ruined the Program. And remember, only one instance of ruining, you know making the wrong kind of contact, can kill the whole program for years in the community. They can say, "Ah, that Center, I don't want anything to do with it." But one success always brings ten more successes. I just wanted to throw this out, with this kind of emphasis.

Dr. Cockrum: I was thinking of a case in point of what you were saying. We had an incident a week or two ago. We had three young people coming from a small community and church and at the last minute we got a cancellation for two of the young people involved because they were "D" students and the school would not release them because of this fact. But what bothered me was that somebody in the local church had not gone and said, "Perhaps these kids may need it worse than anyone else."

Dr. Beard: I'd like to interject a point which Kathryn raised and which in effect Frank has mentioned here. In the literature, how ever it's set up, I think there should be stress on this process and help for the vocational aide. It seems to me that this is where they would have trouble because they're not professionally trained as we are to recognize this fine distinction, and yet it's a major distinction as far as the youngster is concerned.

Dr. Cockrum: We fight that all the time.

Dr. Beard: I'm sure you do.

Dr. Johnson: Related to this, there is one other dimension that comes in, and that is the vocational aide can be very, very savvy and very conscientious and everything else. But maybe the vocational aide's responsibility is not just to work with the kids but to try to do a little communicating with the parents. There's got to be a little bit of this relationship with the parents.

Dr. Sievers: And with the local schools too, communication with the local schools.

Dr. Cockrum: We encourage a church when they first start this Program to invite to a church supper the parents and the local school folks, and have a program where this Program is explained. Also, the book which I sent to you all, Al Winn's text for the student has a parents' guide. And the aides should take this and talk with the parents . . . "Here's the guide and here's what we're trying to do now." Sometimes this doesn't happen.

Dr. Sievers: At the risk of being thrown out instead of leaving voluntarily at quarter of twelve, the United Presbyterian Church has a kit of materials including church-related occupations materials from the Council of Churches, etc., plus descriptions of some creative, successful efforts that have gone on in individual churches or presbyteries that is made available for sale at $1.00. Each minister is given two of them, one for his own use, and one if he cares to take it and walk into the counselor's office, or the principal's office and say, "Here are some of the things that we're interested in, as far as our young people are concerned. I'd like to visit with you a little bit later on this." Now this literature that you're talking about might well be the thing that the aide or the minister walks into the school administration, and eventually the counselor's office, and letting them know we're not going to supplant anybody, we're going to supplement, we're going to encourage. And you've written it well in this booklet, but I'm afraid a school administrator won't read that whole thing. You've got to make it so he reads it on the run almost, or on the way from his hand to the wastebasket.

Dr. Cockrum: Will this leaflet do the job, Frank? Is this enough?

Dr. Feingold: It seems to me that what Frank is saying is all important. I think that some of the image we've been able to present, and I mention it merely because I know this program. We constantly have a kit of B.B.V.S. materials that has done an educative job, not only for our own members, but I think for the counseling profession at large.

Kathryn Ray: I just want to throw in at this point, that it might be appropriate, we're all concerned with futurism and 1980 something, this is not a defensive statement, it's a fact. As 1980 approaches I think we can look ahead and visualize similar programs in other denominations. This is going to say something, it's going to cause us to do things in relation to the students, time away from schools, and demand that the schools have some policy perhaps. But I think this is something that is going to have to be considered.

Dr. Cockrum: We'd be a little more disturbed if we hadn't been trying for fifteen years to get other denominations involved. But really, this is what we're thinking about, an ecumenical approach.

Kathryn Ray: I wasn't thinking about denominational lines so much as I was thinking about growth of the program.

Dr. Sievers: Could I ask one question before I leave? Would this Center welcome a well prepared person who was financed by the, say the Methodists or Baptists, to function here within the Center, thinking of a more ecumenical approach probably? We do know that the Methodists are working on this; I've worked with an individual. The English Lutheran body has a full staff person involved. And I'd like very much to see us utilize some of the services of the nearest B'nai B'rith center, and so on and so forth.

Dr. Cockrum: This is what we're trying to work out, we have feelers out to these folks. Dr. Ortner pointed it out that in the American Lutheran congregation, he'd like to see them do the same thing. And we're working with the Lutherans, as you mentioned. We're trying to work it so we can use each others' centers. In other words, when we don't have centers that extend over into their church's geographical areas, why can't we use their centers and they can use our center on the same basis.

Mr. Lindley: Before Frank leaves, I'd like to bring up a topic that he mentioned, a very practical suggestion about exploring the possibility of grants. I feel that this is an area that you should look into and see if there is any possibility of getting a grant, perhaps in the research area, and also in the area of mental health. Now, I've pushed this perhaps a little more than I should have. But I think it relates to what Norm Feingold mentioned about the normal person, and his concept of "wellness." Dick Beard brought this out too in connection with the adolescent and the identity crisis. I think we have to get a better understanding of the fact that the normal person does have problems of adjustment, that the problems of adjustment frequently are much more important, and maybe the critical thing that he needs help with. I don't believe he's abnormal, I don't believe he's the type of person who needs to go see the psychiatrist, in fact, the psychiatrist and very well trained clinical psychologist is not the right person to help him.

One of the areas that the American Board approves counseling services in is in relationship to those centers that provide only personal adjustment counseling, for problems of adjustment that do not involve intensive or prolonged psychotherapy. Now, I think this is a rather important distinction. With the part-time psychiatrist on your staff at the college, and with the Department of Psychology, you can make this distinction pretty clear. But I feel that if you're going to expand your services, this is one area that you do have to provide competence in. And I think it's a need, a recognized need today. And I think you would really be doing your congregation, your church, a disservice not to provide for this need. I don't have to restate the incidence of mental illness. But what you're going to provide is a service which will be preventive in nature. It will help prevent and provide assistance for these problems before they get to the point where the help of a trained clinical psychologist or a psychiatrist is needed. This is very important. I wanted to get this on the record before Frank left.

Dr. Feingold: The thing that I was going to mention, just a few things, nothing too original. What I found in my own experience, and it goes back to a client, was mentioning this act of futurism, which I rather like the expression. But I was told--this took place about five years ago--they came to me and said, "What do you envision your program ten years from now if we could give you all the funds and personnel you want to set up your program?" And the staff and myself never had as many discussions and honest confusion when somebody said to me, "What would you do?" In fact, when I first started in this career and I was interested in scholarships, I learned if you were not prepared, what it would cost. A very wealthy person said to me, "I have a quarter of a million dollars to give to you, how would you set up a plan for scholarships?" Well I said, "I'll be back in twenty-four hours with the plan." And he said, "You're not ready for a quarter of a million dollars."

Mr. Lacklen: You're ready now, aren't you?

Dr. Feingold: Yes, now I'm ready. What I think might be helpful is what we had to do. The interesting part is putting your ideas on paper and letting key people see it. We start to move in the direction, that if people had told me this, when we did it, I would have thought we were being "way out." And then you find out that there is just a certain pace you can maintain. I think it is a good idea to put down where you'd like to be, if it could be, because then the dream perhaps can become a reality.

Just a few other things that you mentioned, not quite as important, but I'd like to toss them out. We've long ago stopped giving written reports to clients unless it's at a request of a counselor or school. We feel that you spend an awful lot of time that's not worthwhile. When we did it we found we got a lot of feedback. Many reports, no matter how we wrote them, were used incorrectly. If we give them "something" in counseling, I think it's an intangible "something" that you're not going to be able to put down on paper. This may relieve you and afford you additional time which may be helpful.

Dr. Johnson: It's well worth experimenting with this thing.

Mr. Evans: It helps to make it process rather than product.

Dr. Cockrum: This was a very important thing, Norman. Let me stop you just a minute here. Because this is something our directors have struggled with for years. We've found we're in a structure where we almost have to have reports. If you don't send something home, they say, "Why did we pay $25.00?"

Dr. Johnson: That's part of the beginning of the program. I understand this to begin with. . . .

Dr. Cockrum: To us this is important, really. . . .

Dr. Feingold: Well, I'm only saying that I think you can't change from one method immediately to another, but I think that in the process you can try to change.

Dr. Johnson: What I was really getting at is the kind of thing he's talking about when I said, maybe if you had the client sit down with you for just a few minutes and write down a few things it becomes a kind of a report, at least he's organized his thinking a little bit. Sometimes it's too early because he should reflect. But at least he's got something that you and he had talked about and he goes back with it. He's got something, he's got a report.

Dr. Feingold: But certainly you discuss it orally in any event, so that I feel the time and the effort in trying to make the wording exactly what you intend is so very difficult. You may try it out for size. I think you accomplish a lot more by evolution sometimes than by revolution. You run into a lot of problems if you try and do it too rapidly.

Dr. Johnson: The junior level kind of interpretation of Kuder and some of the other things in an explicit way, I think, I hope we're getting over that.

Mr. Lindley: Could I respond to something that Norm said. I'm champing at the bit and I want to get this point across. I was intrigued by his comments, "What if you had the opportunity to plan this in any way that you would like." Now if this were true, what I would like to do is to make provisions for research and training as an integral part of the counseling center. I don't think there is anything that will help you make a more objective evaluation of your program on a continual basis than to have a research effort, and a training effort in here because you get. . . . Just look what's happened here in this group on evaluation. This is what you get on a continual basis if you have an evaluative research program. I've been connected with the Department of Medicine and Surgery in the Veterans' Administration and I must say the emphasis on research and education has meant better patient care. This is what you're going to get if you put those programs in here--better counseling. Therefore, you should make every effort to include training and research in your counseling program.

Dr. Feingold: As a matter of fact, for a while when I worked this up, I almost felt somewhat paranoic with delusions of grandeur because he said, "Go ahead, what would you pay, do things as if you could have everything you wanted on quality level." It's a good exercise and we did. I figured in a large research department, and a lot of other things. Let me just briefly go over a few other points that may be helpful. This is in relation to values and the uniqueness of your program. I'm going to be speaking on this, I believe it's Saturday of this coming week. I'm coming back to Charlotte, North Carolina. I do feel that there seems to be more and more concensus among counselors that we can't remain neutral. The literature and counseling is changing. I think we've passed this stage. Your Program, if any, is really concerned and interested in certain basic values which to me are certainly very, very important. I think that as part of your Program, you have three ways, and I'm copying it again from my own program. I think you're interested in modification of behavior, if you're in counseling. Our programs try to be centered around three areas. I think you too are involved. How do you tease out what you're doing and are you doing it the best possible way? We feel very strongly that the parent must be heavily involved in counseling. With minors, if the parent is not involved, we will not do counseling. In other words, the parent sometimes feels that they will pay for the service, but they can't be involved. We feel that the parent must be involved because I think, that based on some of the research that we've done and published in book form, that the parent, whether he wants to or not, is involved in his youngster's life and much more than perhaps we realize. So I think you've got to take a good look at the role of the parent in your program. We haven't got time here. We've tried all sorts of techniques of bringing the parents in for orientation. At the end of the session the parents are brought in so that they understand their youngster a little bit better. Sometimes youngsters are pushed. It's amazing to me how much insight we are able to develop in some parents. We feel that we may do something. But I feel that this is one place where there cannot be a vacuum. I would challenge any counseling, at least with adolescents, where you omit the family, even though I recognize all the diversities and challenges it brings.

The second is the significant other person and both our programs have explored this idea of using lay people. This is a very rich resource. I think that some of it should be demonstration and research as to the role and not to be afraid to examine your vocational aide much more in depth.

Dr. Johnson: That suggestion you made yesterday about those people in key positions, etc. is a very good approach.

Dr. Feingold: Right. What we're doing is a little bit different. And I'll just stop for a moment because I think that what you're doing may be much more in depth than what we're doing. We're using people as human resources. They maintain a career continuity so that, for example, we may have a youngster in Baltimore who wants to be a barber. Well, he spends time at a barber shop in Baltimore. In some instances it means they don't go into the field. These people are not counselors. We structure their role, but I think that they provide a picture of the world of work that you don't acquire in books and films or anything else. Or the youngster in another office that wanted to be a veterinarian since he was a young boy. He volunteered at a veterinarian's hospital. Eventually the man offered him a part-time job, and he's at vet school today doing unusually well. All going well, he'll be a vet. Well, you're using the lay person somewhat differently. I think you might try other functions with your vocational aide in addition to reading, based on how you choose your aide, and I hope we have time on selection. We've had to use undue care because we pulled some real boo-boos sometimes in who we allowed to be listed in our human resources directory. On the other hand, schools as I mentioned all over the country have adopted this technique. Kiwanis is using this, Rotary, I could mention a half dozen other clubs if I could recall for a moment. A community has evolved a human resource directory, so that no matter what the youngster wants to do, we obtain people who can be living models. The longer I'm in this field the more important I think it is that kids have a living model to follow. I think this is one of the problems of the disadvantaged, particularly in some groups. There isn't a healthy, particularly a male model, to identify in their life. So that here again let's take a hard look at the vocational aide. What we've done is that we've spelled out some of the duties as we see them for these people. We provide intensive orientation with the professional staff for these lay people.

And then thirdly, the peer group. And if I'm biased in any direction I think peers have a greater influence today than ever before on behavior. Perhaps parents and everybody else have less of a say than the influence of peer on peer. So we have tried and are still trying, I think the same thing could be done here. It isn't that original and it may not even be creative. He comes back and meets with other high school students. He tells them what his college experience has been. Kids that have gotten part-time jobs answer the question, "How did you go about doing it?" So we try to constantly involve the youngsters. I was in Cincinnati last week and we had a panel of counselors but we had kids too. . . . "What are your problems, what are you trying to do?" I think the more involvement of young people the better; otherwise we don't understand them. I sometimes challenge adults and parents and counselors, "Do you even know the language of the teen-agers today?" because there are too many counselors who don't know what the kids really mean when they say certain things. You know there's a real teen-age sub-culture that's grown up. I'd like as you go through this to take another look, you're involving these people. How much more can you involve them? Evaluate their role, and if it may not turn out that they're as helpful as you think, re-evaluate it, reassess it. And then, of course, I think built into all this, there can be some research and follow-up. I agree with Clyde. Otherwise we base it on intuition, or as Bob Lacklen mentioned some person he had in one of his offices who claimed that when a person walks in he can already tell whether or not he will be successful in a job. This is not farfetched. I meet too many people all the time that feel the same way. In my best judgment, you have the germs of wonderful programming here. I think it's a matter of growth and development and flexibility.

Then taking a final look at the givens you mentioned to me in your letter. This, of course, takes a lot of courage because as you look it over and you are looking again at your own objectives and what you believe in. I think it is very well to look at them from time to time as I mentioned to Logan. There are a number of staff and board people, frankly, who would take our program in an entirely different direction. But if you believe in what you're doing and you feel the youth are the important thing, you've got to stay with it. We've been tried to be pushed into work with adults, or the woman who goes back to work, and let's take us from youth into something else. Well, I think the professional staff and the policy people have to decide what is your role, and what are your resources. Where do you want to go, and if you do this sort of thing, I think that you find creative new ways and flexibilities occur to make the program even more dynamic.

I feel that what you're doing is making other groups also take a look at themselves. To me this is all for the best. I'm not the least bit worried about duplication in the counseling profession for a long time. Frankly I hope that you continue to grow and you add on more counseling centers and each one of them grows in quality. I think you have something unique to contribute. Perhaps I'm showing my own bias here. I just wanted to toss these few final items out because I feel that your uniqueness is something that you can feel very proud of and this heritage. I think it can affect counseling in very challenging, thought-provoking and changing times.

Dr. Cockrum: I want to bring one more point up again and get all of you to jump on it.

Dr. Johnson: I just wanted to mention this point, that I think that we can't forget the very basis of our democratic tradition is to maintain some of these institutions just as you pointed out so very well. And I think maybe educators, counselors and a lot of other people are being conned into thinking that we shouldn't take a stand on anything, and by gosh, I agree with you--we should!

Dr. Beard: Well, in connection with that research item specifically, I wonder why you don't make an effort to interest somebody like Bob Pate in a dissertation subject which might be connected directly with this. You've got one of the graduate faculty from the University of North Carolina where he's doing his work.

Dr. Cockrum: Actually we've been involved in two masters' studies, isn't it, Luther, at least one master's study.

Dr. Taff: So far as I know, one.

Dr. Cockrum: I don't know what Bob is thinking of. . . .

Mr. Evans: We have three doctorates right now in the process, and these are very, very helpful.

Dr. Cockrum: And, of course, Don Ortner's dissertation was really a kind of reflection of our program.

Dr. Beard: Of course I know that these gentlemen were speaking in a larger framework. The thing is you start small and then develop.

Dr. Cockrum: I want to jump on one point again because this historically, as I look at the Program, has been, has been something of a shadow over us. Our directors have said that if we could get rid of these written reports we can give so much time to kids. We have had the feeling through the years, and this may be the shadow of history, that we can't do away with reports.

Dr. Johnson: Change 'em and make 'em short.

Dr. Taff: I've seen some reports back early and a lot of that, you just could not substantiate to save your life. Say two or three things. I just defy anybody to give a battery of tests and be able to say with certainty a great many things.

Dr. Cockrum: Our directors have always been bothered, Luther, because of that.

Mr. Turner: Would an approach to this, Logan, be to go back two or three years and follow up on these reports and see what happened to them?

Dr. Cockrum: What bothers the directors, I think, Bob, is this, you can't put down on paper the most important thing that happened.

Mr. Lindley: Logan, maybe the reason you have this feeling is that your whole program has been sort of geared in this direction for a number of years, and you have as a result felt the need to do this. And I think sometimes these needs spring from needs of the counselors more than from the needs of the counselees. I would see nothing wrong from a professional viewpoint to cutting out the reports entirely. Now this then means that you have to face the fact that the type of service that you provide, the self growth that you expect to occur, and the self understanding that will result, this type of thing is going to become your main goal. This is what you have to communicate to the client when he comes in. I think this restructuring of your own professional goals for counseling might clarify the current dependence on reports. I might add that this new focus on how you structure the counseling relationship depends on what you tell the client when he first sees you and the client's expectations of counseling which to some extent goes back to your training for the vocational aides.

And there's been just too much reporting test results to counselees, so that the whole concept of counseling becomes confused with testing. I look upon this with horror because we have a difficult time ourself trying to understand the meaning of test scores and particularly their relationship to the total counseling situation. Most of the reports to clients merely repeat test scores and thus give a false impression of counseling. I would say, "Cut such reports out." I may be overstressing this, but I think it's a fundamental point, and means a basic change in our own concepts of what counseling really is.

Dr. Johnson: What you're saying then is the function of the short-time thing I was talking about yesterday, basically an assessment function or is it a development of a little more insight.

Dr. Taff: Of course, there's this, I'm wondering how the church officials are going to view this, because they hold the purse strings, and this is evidence that the Center has been doing something.

Mr. Evans: This is just the attitude we take. From this standpoint, when I first came into my present job and met with all the Center directors and took their literature and confronted them with the kind of promises they were making. "Come to our Center and get that perfect grease job."

Mr. Lindley: And that's the type of thing that you've got to prevent!

Mr. Lacklen: Why don't you substitute a report that says just what you've been saying--"That you've been going through a process and what you have hoped to have done with this process"--it could be the same one for everything, but hand it to them on a separate piece of paper and justify what you've done and what you've tried to do. You can make statements as to what indications may have come out of the discussions, "We want you to know," we don't want to say that it's no good but you want to say how it should be used. You could hand them a report that they could carry back to their parents. What's a report? "Here's what I've been through and the description of the process."

Dr. Johnson: This puts on us, on the individual to explain his own perceptions, instead of somebody else--I think this is good.

Mr. Evans: Bob may not agree with me on this, but I think our real problem with the church constituency is a problem of having promised too much.

Mr. Lindley: Right.

Dr. Johnson: Right, when you're hiring professionals, you've got to have confidence in them.

Mr. Turner: I'm wondering what kind of a report, is there a kind of report that the school counselor could get?

Mr. Lindley: Well, that's something different. Then you are sending a report to another professional. However, there is a tendency, even here, I'm really hep on this subject, there's a tendency here to stress the testing. You can see this by reading the reports. I think that's wrong. Certainly you've got to transmit a report to other professionals who will work with the client. However, at present you might give the other counselors something else besides test results because you sometimes merely reinforce inadequate concepts about counseling--testing seems to be the most important thing that happened to the client.

Somehow we've got to get away from this restricted viewpoint. Now, I'm not against tests, I. . . .

Dr. Johnson: You can give them the profile of results without having to worry about. . . .

Mr. Lindley: You don't have to give them the interpretation, but you give them all the other material. Give them all the standardized norms and everything they need to interpret the tests themselves. Then give them the supplementary information about the client, what he said, that he mentioned he had these hobbies and these are the things that the client said interested him, and so on--this is what I think is important.

Dr. Cockrum: What you're saying is that all the school counselor needs from us, in a sense, is the profile sheet, and then the supplementary material. . . .

Mr. Lindley: A very brief paragraph describing the person as a person. . . .

Dr. Johnson: In ways that might not have come up in school. . . .

Mr. Lindley: That's right, or even if they're duplication of things that have come up in the school, at least they would reinforce what was learned in the school situation.

Dr. Feingold: Another kind of question? Do you have facilities here so that the counselors can dictate these records without having to write them out or type them themselves?

Dr. Cockrum: We are very limited, we have two stenorettes.

Dr. Feingold: That's a very important, that's a very important question. You should have dictaphone equipment. This is a must for your Center. Now, this is an important factor in the American Board's criteria. We don't spell this out. It's one thing that we criticize everybody on, and we say you've got to have this in the letter that comes back. Because I think you're, once you begin to use this you will find that you begin to save a lot of time. And as you said yourself, your time is valuable, you wear so many hats you don't know where you're going to put your time. This is one way that you can save your time, you've got to have this. That's an important point.

Mr. Lacklen: The best thing that you can do is transmit what happened. Because your attempts to guess about this person, I think have been shown, are not worth much. But the least that you could do is transmit the information that you gleaned that may be the counselor never had the chance to get.

Mr. Lindley: This is much more important, and in a two-day session. . . .

Kathryn Ray: The things the students say are important.

Mr. Lindley: Things that reflect how he feels, what he believes, the things that are important to him, those things that are significant, that have meaning. Now these are the types of things that you have to get down. If you start this approach this also helps you get away from the testing emphasis and will give you more time to permit this type of interaction with the client, where you get a much more meaningful approach. And this is something that I think is needed so much in the whole counseling profession. Now I don't want to be misunderstood about the tests, certainly the tests are very important and they give you some help, but they're primarily a counseling tool, a tool for the counselor to use, not for the client to use.

Dr. Cockrum: This is what has bothered us about reporting through the years, because our counselors have said time and again the important thing about the tests is what we do right here and now with the counselee, and not this report.

Dr. Taff: When you do get back this report on how he feels and what's important to him, then you have a justification for existence. Then you are providing a unique, this is part of the uniqueness of the situation as I see it, that you have an opportunity to provide, rather than just supplanting.

Dr. Cockrum: I like, Walt, the suggestion of sitting down at the end of this visit and asking the client, "What did happen as you evaluate this experience? Write it down!"

Dr. Johnson: Try it anyway, see what happens. I think it might be surprisingly pleasant, if blunt.

Kathryn Ray: You're talking about your lack of secretarial assistance, I was just wondering about some PACE students during the summer. It would just cost you $1.50 per . . . PACE help. . . .

Dr. Johnson: This is a possibility. You know I don't know, I think they qualify at the college here. They would qualify, wouldn't they? At the college here, to get hourly pay for the students who were indigent students. You could submit a request, you see, and work it through the college.

Dr. Cockrum: We have three student assistants but they're used mainly for scoring.

Mr. Turner: Clyde, I think you ought to say again, speaking for the committee--that he doesn't have to be so verbose, then it doesn't take as many. . . .

Mr. Lindley: By the way, Logan, I feel that this area of report writing has been very seriously neglected in our counselor training programs. This is a most difficult thing to do professionally and learn to do properly. It requires some practice and training and a little experimental work so that you can come up with a good report. But it can be done, and you can learn to do this. Now, I don't know whether they stress this now in counseling training programs or not. What about this, Dick?

Dr. Beard: You've got a good point there and I think we sort of take it for granted that this will happen among the several classes we have with no one, at least in our institution, being in charge to make certain that it does occur.

Mr. Lindley: I doubt that proper training occurs and this is one of our weaknesses.

Mr. Turner: We give that to the university free. . . .

Dr. Johnson: We're taking a lot of other things home.

Dr. Beard: That's an excellent point to stress.

Dr. Johnson: Well, I think this has grown up out of a striving some years ago when we were trying to emulate everybody else who was trying to be profound and this went all the way up, you know the old hierarchy arrangement to the psychiatrist up here. I have a chart where I put them on a horizontal position and everybody is just as important as everybody else. But the clinical psychologist would try and outdo the counseling psychologist and all the way, I think this. . . .

Dr. Feingold: Of course, you know what the analysts are doing today, no records at all is the latest.

Dr. Johnson: Maybe we should start emulating again.

Mr. Lindley: I might tell you that I've inspected quite a few other types of agencies besides those that do vocational and educational counseling, some marriage counseling agencies, personal adjustment counseling, industrial counseling, etc. It's really quite interesting that they don't keep any records of this nature. Now they do keep enough information to see what type of progress went on during the counseling session.

Dr. Cockrum: This is in their own files, of course.

Mr. Lindley: That's right, in their own files. But I think we can make too much of the records. I think certain record information is very important for research purposes and evaluation. But what is significant information I think is something that you have to learn, and there isn't a great deal of significant information that's gleaned in a two-day period, I'm afraid.

Dr. Cockrum: This is why I like Walt's idea. What is significant depends on what the kid saw as significant.

Mr. Lindley: That's right. I like his idea too.

Dr. Taff: The child will not forget what's significant to him.

Mr. Lindley: I think it would be a good idea to try this out and see how it works.

Dr. Johnson: Don't be disappointed at a paucity of reactions. Sometimes they don't put it all down in writing; this will happen. But the important thing is that it starts them to thinking.

Dr. Feingold: I think some of this goes back to the fact that you charge a fee. The counselors may be somewhat insecure. Are we giving the people something for their money?

Dr. Taff: I suspect you fellows have felt historically that you've had to justify your program to those who give you the money, and I think this is one reason. . . .

Dr. Beard: I also think it was considered appropriate to do it. Walter mentioned this a moment ago. We all went through this evolutionary period.

Dr. Johnson: I was very conscientious about that.

Mr. Lindley: Kathryn just mentioned that what we're tied to is a product, not a service. And what we've got to stress is the service, not the product.

Dr. Johnson: Yes, that's right.

Dr. Cockrum: We'll have to do an educational job in the church to point out the product is not going to come out in paper and pencil.

Mr. Lacklen: If they give you a massage somewhere, they don't give you a report on it.

Mr. Turner: My doctor doesn't give me a report, I wish sometimes he would.

Dr. Cockrum: A doctor told me that they're getting away from giving written reports because people misunderstand them, and they don't want to put them in the hands of their patients.

Mr. Lindley: Well, let's not go too far here. The client has a basic right to learn everything, to know everything that has occurred, and to have the benefit . . . this is true in medicine too, I mean the doctor has an obligation to tell his client this. Now, of course, there are some ethical considerations. If the client is sick then he judges whether he can tell this and what effect it will have on the patient.

Dr. Cockrum: Probably what the doctor was saying was, "I want to talk to the patient face to face."

Mr. Lindley: Yes, but more in medicine today the doctor is beginning to understand that he needs to tell the client because of the psychological considerations. I come back to the mental aspects that are so important, the patient's understanding of his illness. When he doesn't know what this is, then this is what adds to his problems, his lack of understanding and acceptance of his illness. It's the same way with our client in the counseling situation.

Dr. Beard: Of course, we have the same situation in counseling, to a degree, in that the report made to a student or a client, which is apt to go into the hands of the parent or someone else might include damaging evidence, which at the time was appropriate to the situation, but which must be suppressed at the judgment of the counselor making the report or summarizing it. This is an ethical aspect which they each have to grapple with.

Dr. Johnson: Well, the written report is a little unrealistic here, primarily because you're away. But if the student came over from the college you wouldn't write out written reports, you see; you carry on a counseling function as has been pointed out. And so in a sense what you're doing is providing some kind of extraneous or external service, but it really is not integral to the function. And you don't feel so guilty about it, if you keep that fact in mind.

Dr. Beard: We've even gone so far as to suggest in our program that there are aspects of counseling which you keep in an inner file, as it were. And I have had many cases, especially in the extreme student situations, where the minute the situation has been resolved, as far as the University is concerned, I carefully tear up, or see that those are burned. Because falling into the hands of uninformed people who are not aware of the situation as it developed could be a devastating experience if it became revealed. I don't know how ethical this is, but I do know that it seems to me if a person trusts you and comes in to talk with you and reveals himself, naked as it were before you, you have some kind of responsibility as person to person.

Dr. Taff: You keep that, in the first place, though if I keep any at all, for my sake, because I think it will, it may help him later.

Dr. Beard: It's a helping idea. But I have found that I simply cannot trust my memory with the numbers of people and the responsibility. I would rather not put it down at all.

Mr. Lindley: Now, this is another part of the record. In other words, this is a part of what I call the counseling record itself. Previously we've been talking about what you give the client, the report. Now, certainly the counseling record has to be confidential. This is a really fundamental, it's an ethical consideration in the Ethical Standards of APGA and the American Psychological Association, and in the standards prescribed by the American Board on Counseling. So your records are confidential. And when you extend counseling to more university students, these records would still be confidential, and a part of your files--not the university's. I have a comment about this, if you do extend your services. Now, I know Walt says, "Don't make any comments about this, this is not our problem," but I'm going beyond a principle.

Dr. Johnson: Oh, you're going beyond a principle. . . .

Mr. Lindley: I'm going beyond a principle. I would suggest you consider, that no matter who you employ here in the Center (for counseling of college students) that he be an employee of the Center. What you do is provide a service, wherever it is needed, and the service may be college students or high school students or adults in the family.

Dr. Johnson: I wouldn't object to that because what I said was the full-time equivalent, you see. . . .

Dr. Cockrum: Gentlemen, we have come to 12:30 and we've gained so many fine things from you it's going to take time to assimilate them. I don't want you to feel pressure about your lunch, or catching your planes. I wish we could keep you here for another week. But we do want you to have a pleasant ride home and a relaxing dinner, so we'll adjourn to the Holiday Inn for lunch. John, is there anything you'd like to add?

Mr. Evans: Just again to express appreciation for the whole enterprise, and not just this one, but the genuine interest, thoughtful participation.

Mr. Turner: We'd love to have you another week, but I don't think the budget would stand it.

Mr. Lindley: That's a reality.

Dr. Cockrum: Gentlemen, let me express for myself, for the Synod committee, and for the whole Program staff, our thanks. I've been working in the Program some seven years, and I think this kind of evaluation has been long needed. Our deep appreciation for all your help, for your stimulating, thoughtful guidance.

Mr. Lindley: We've gotten more out of it than you have, Logan.

Dr. Cockrum: Well, if you want to share some of these things, send us back further notes or leave us your handwritten pages. We'd welcome these.

Mr. Lindley: My handwritten notes aren't legible. You will get us the transcript, is that right?

Dr. Cockrum: Yes, we will work on these as quickly as we can. And again, don't re-edit too much; we would like this report to reflect the informal give and take of our conversations and discussions here.

Mr. Lacklen: I would suggest, don't write it the way you wish you'd said it, it makes much better reading the way you say it, although it isn't the way you would write it. We've had very good success in our transcripts if we ask them to correct any mistakes, but please don't rewrite it because that ties you up for a long length of time and it's cold when it comes out.

Dr. Beard: Do we get to put in applause?

Dr. Cockrum: Kathryn, gentlemen, "May the Lord watch over you in your travels and your journeys this afternoon." Now let's adjourn for lunch.